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ABSTRACT

To provide coordination and technical assistance through a regional approach to local Michigan school districts, a career education implementation project was conducted based on the following nine sub-goals: (1-2) the development and infusion of career education activities into the existing curriculum by teachers and counselors; (3) staff participation in inservice programs; (4) development and implementation of community-involvement strategies; (5) utilization of needs assessment and goal-setting processes; (6) development of a sequential K-Adult curriculum plan; (7) development of an occupational information system; (8) development of an evaluation plan; and (9) facilitation through model planning efforts and supportive planning inservice. Based on these sub-goals, thirty-five objectives were identified. Seven Michigan career education planning districts participated in the project. Each planning district was responsible for at least one objective in each of three sub-goal areas. It was found that 78% of the objectives were successfully accomplished and that many planning districts were providing more services than required. Although achievement testing was included in the evaluation plan, the achievement related to career education required the development and use of criterion-referenced tests, which were generally open-ended type items. This did not permit the usual statistical analyses and comparisons; however, results indicated that both the experimental and control groups improved in achievement. (A career education planning district manual is appended.) (BM)

ED163171

FINAL PROJECT PERFORMANCE REPORT

1. Project Number: 554AH50324

2. Grant Number: G007502399

3. Nature of Report: Final

4. Project Title: REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT

5. Grant Period: July 1, 1975 - June 30, 1976

6. Project Category: Incremental, Career Education Program

7. Project Director: James L. Mahrt

8. Grantee: Vocational-Technical Education Service
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CE 017 737

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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9. MAJOR ACTIVITIES

For this section, each objective as listed in the project proposal is detailed in the following pages. For each objective there may be as many as six subobjectives with activities and timelines. Each of these subobjectives represents one or more of the six regional centers who were responsible for carrying out activities under each of the major objectives.

The format and explanation for this section is as follows:

Goal: (listed from pages 12-13 of the proposal)

Objective	Individual(s)	Behavior	Time
4.1311 Keyed to notation system in proposal-last digit indicates the number of regional center responsible for subobjective	Indicates who in each regional center was responsible for carrying out behavior	Details specifically what activities were carried out	Date activity was to be completed

Measurement	Criterion	External Evaluation
Details the outcome(s) that will be measured	Extent to which the behavior was to be achieved	Details the data used to indicate success

Goal 4.131: Teachers in participating districts will design and implement career education activities into the existing curriculum by utilizing an infusion process.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1311	Project staff with students, parents, community members, teachers, and administrators of schools	To infuse adopted career development goals and objectives into curriculum	07/1/76	Teachers will design infusion units	25% of all teachers will have implemented at least one(1) infused unit with all their students	Site(Frequency counts)
4.1312	Local educational agency teachers and counselors	Will incorporate starter lists of objectives	06/30/76	As determined by a post-survey of teachers and counselors from three local education agencies	1974-75: no LEA's achieve 1975-76: 3 LEA's achieve	Site(Frequency counts)
4.1313	Local educational agency teachers	Will implement infusion lessons in classrooms	06/30/76	As determined by evaluation instrument submitted to the LEA teachers	1974-75: 200 LEA teachers implement at least 2 career education lessons 1975-76: 250 LEA teachers implement at least 2 career education lessons	Site(Frequency counts)
4.1314	Teachers in participating LEAs	Will list a skill they wish students to accomplish as result of class participation	School year 75-76	Pre-post test of knowledge of CE. A quality evaluation of material developed and tested in classroom	Present 10% Anticipated level 30%	Local(Test)

Goal 4.131 (Continued)

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1315	One teach rep. from each grade level and curriculum area in each LEA in CEPD 5	Will design, develop and pilot test one alternative instructional strategy	6/1/76	As measured by the written lesson plans and/or performance objectives	(12) 50 minute units of career development instruction from each CEPD LEA for each grade level and subject matter area	Survey
4.1316	One teacher rep. from each grade level and curriculum area in each LEA in CEPD 5	Will design, develop and pilot test one grade level or subject matter curriculum option	6/1/76	As measured by the incorporation of learner performance indicators from at least (3) three career development instruction goals	One curriculum option from each CEPD, LEA for each grade level and subject matter area	Survey

Goal 4.1 Counselors in participating schools wi design and implement career education a ivities in cooperation with teachers, independently and/or with other staff or community members.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1321	Regional Career Development Coordinators with Counselors, Teachers, Students, and Administrators	To design Career Development activities	7/1/76	At least 80% of counselors will define goals for career guidance and devise a plan to modify guidance program to incorporate Career Development goals and objectives	A plan in writing in 80% of LEAs to infuse Career Development goals into existing curriculum	Site(Frequency count)
4.1322	LEA Team	Will implement the strategy deemed appropriate to implement a career guidance program	11/75	Reports of the success of the strategy implemented will be submitted to CEPD	At least fifty percent of the LEAs will submit reports	Site(Frequency count)
4.1323	A minimum of 40% of the counselors within the ISD	Will develop a plan to implement career guidance program	None	As demonstrated by the written plan	Counselor will attend the workshop. They will have 2 workshops to disseminate CE model	Site(Frequency count)
4.1324	Local education agency counselors	Will implement a career education project	6/30/76	As determined by a post evaluation submitted to the LEA counselors	1974-75: 15 LEA counselors implement 1975-76: 25 LEA counselors implement	Site(Frequency count)

Goal 4.13 Teachers, counselors and other appropriate staff members will participate in inservice programs designed to increase their career development skills in organizing, facilitating and delivering career development outcomes to students.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1331	Project staff with students, parents, community members, teachers, counselors, and administrators of schools	Counselors and teachers will organize and receive inservice to facilitate CE implementation	7/1/76	All teachers and counselors in each LEA will have received at least four (4) hours of CE inservice	At least 80% of participants will have indicated through a post-test evaluation a positive response to the CE inservice	Scale
4.1332	Local educational agency teacher-leaders	Will assist additional LEA teachers develop and implement CE strategies	6/30/76	As determined by a survey of teacher-leaders assisting additional LEA teachers	1974-75: No LEA teacher-leaders achieve 1975-76: 40 LEA teacher-leaders achieve	Site(Frequency count)
4.1333	Local educational agency teachers	Are trained to assume teacher-leader roles	6/30/76	By post-workshop assessment survey	1974-75: 25 LEA teachers trained 1975-76: 50 LEA teachers trained	Site(Frequency counts)
4.1334	Local District personnel(Teachers, counselors, administrators)	Will participate in a curriculum infusion workshop	1/15/76-4/15/76	50 people from 8 Districts have presently undergone such training	130 people from 13 school districts(10 each) will participate	Site(Frequency counts)
4.1335	Local contact personnel	Will be inserviced	School Year 1975-76	50% of LEAs will designate a local CE leader to work with project personnel	Present level 10% Anticipated level 50%	Site(Frequency counts)

4.134: Local district and regional career education personnel will develop and implement strategies for involving and obtaining community participation in career education programs.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1341	Local educational agency teachers and counselors	Will identify and demonstrate strategies that expand utilization of community resources in career education instruction and guidance	6/30/76	As determined through a post-evaluation submitted to teachers and counselors of five strategies identified and used (i.e., resource people, field trips, role models, work experience and published materials.)	1974-75: No organized program 1975-76: At least five strategies will be identified and demonstrated by 40 LEA teachers and 30 LEA counselors	Survey
4.1342	Organized citizen groups	Will be involved in a program of community awareness and active participation in local CE projects	School Year 1975-76	Completion of needs assessment instrument, gathering, and application of data	3 LEAs will institute 1 presently	Site (Survey)

Goal 4.13 Regional and local career education personnel will utilize needs assessment and goal-setting processes to identify comprehensive career education program goals.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1351	Local educational agency boards of education	Will adopt LEA learner career education goals	6/30/76	As determined by the official record of the proceedings of the board meeting when the learner goals were adopted	1974-75: No LEAs completed 1975-76: 5 LEAs completed	Site (Frequency count)
4.1352	LEAs	Will develop student goals and objectives in the area of career development	6/1/76	A set of the learner outcomes will be forwarded to the CEPD	At least fifty percent of the LEAs will submit a set of goals and objectives	Site (Frequency count)
4.1353	Project staff with students, parents, community members, teachers, and administrators of schools	To develop a Career Development Goal setting process in each LEA	7/1/76	All LEAs will have completed the goal setting process	Each LEA will have a written instrument and will have written evidence of initial action taken based on instrument results	Site (Frequency count)
4.1354	Local district task force teams	Will develop and prioritize career education goals	12/1/75	No LEA presently has developed a set of goals for career education	All 21 LEAs will develop goals for career education	Site (Frequency count)

Goal 4.1 (Continued)

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1355	Local district task force teams	Will conduct a needs assessment of career education	11/1/75	No school districts presently have undertaken a comprehensive needs assessment of career education	All school districts will conduct a needs assessment by November 1, 1975	Site (Frequency count)
4.1356	Teachers and administrators	Will develop Career Education goals	School Year 1975-76	Developed goals in Math, Science, English and Social Studies at District level and individual teacher level	Present level 20% Anticipated level 40% of project participants	Site (Frequency count)

Goal 4.136: Regional and local career education personnel will organize identified career development outcomes into an articulated and sequential K-Adult curriculum plan.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1361	Projected staff with students, parents, community members, teachers, and administrators of schools	To organize C.D. Goals for LEA Building, Grade level, and individual levels	7/1/76	25% of all LEAs will produce C.D. Goals for its district, buildings, grade area, and indviduals	Written Guides will be published and 25% of teachers and 80% of counselors will have implemented infusion units	Site(Frequency count)
4.1362	All CEPD 5 LEAs	Will reorder or create and adopt new system(district) career education priorities	5/1/76	Evidenced by a prioritized list of goals and objectives	100% of all CEPD 5 LEAs will have incorporated priority goals in CE plan for 76-77	Site(Frequency count)

Goal 4.137: Regional and local career education personnel will design, develop and implement an effective occupational information system.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1371	Project staff and selected CE leaders	Will develop an occupational information system	School Year 1975-76	Developed and utilized occupational information system	Present level 5% Anticipated level 20% of students in 8 LEAs utilizing system	Site (Frequency count)
4.1372	The Intermediate Support Service	Will implement an Occupation Information System and Community Resource Bank	11/15/75	The OIS system is presently used by 14 out of 21 school districts. The CRB resource is not operational at this time	All 21 LEAs have access to OIS and C.R.B. resources	Site (Survey)

Goal 4.13 Regional and local career education personnel will identify and/or develop effective career development evaluation strategies, programs and instruments.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1381	LEAs (team approach)	Will participate in evaluation and modification of CE programs	School Year 1975-76	Development of evaluation instruments	Involvement of 100% of participating LEAs	Site (Survey)
4.1382	Each LEA rep. participating in COSSP activities	Will develop and test a career development curriculum evaluation instrument	6/1/75(?)	As measured by the development of a student outcome based instrument	Each of the LEAs in CEPD 5	Site (Survey)
4.1383	Local district staff	Will evaluate their first year career education activities	6/30/76	Approximately 5% of all local district staff and students are presently involved in career education activities	10% of all LEA staff and students involved in career education activities	Site (Frequency count)
4.1384	All LEAs in CEPD 5	Will design, develop and administer a career education personnel competency evaluation instrument	6/1/76	As measured by the administra- of an instrument	50% of all LEA personnel and 100% of all LEA Career Education personnel	Site (Survey)

Goal 4.13[illegible] Regional and local career education personnel will facilitate career education planning efforts through model planning efforts and supportive planning inservice.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1391	Regional Career Development Coordinator with Planning Committee in cooperation with administration, staff and community	To organize for systematic planning of Career Education program	6/30/76	100% of LEAs will submit to CEPD a comprehensive plan for implementing a Career Education program K-12	A written plan with goals and objectives and organizational structure needed to facilitate Career Education	Site (Survey)
4.1392	Local educational agencies	Will complete a career education plan	6/30/76	As determined by a list of local educational agencies submitted to the Region XII Steering Committee	1974-75: 4 plans completed 1975-76: 30 plans completed	Site (Frequency count)
4.1393	Local educational agencies	Will initially implement Career Education plan	6/30/76	As determined by: 1. Local district goals 2. Starter sets of career development and career preparation objectives. 3. Implementation strategies 4. Identify 1976-77 priorities and redevelop plan	1974-75. 4 LEAs complete 1975-76: 9 LEAs complete	Site (Frequency count)
4.1394	Local District Task Force Teams	Will develop a comprehensive career education plan	10/1/75	8 out of 21 LEAs presently have career education plans in the developmental stage	All 21 LEAs will have a plan developed by October 1, 1975	Site (Frequency count)

2. Project Participants

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (*1*)	ASIAN OR PACIFIC ISLANDER (*2*)	BLACK/ NEGRO (*3*)	CAUCASIAN/ WHITE (*4*)	HISPANIC (*5*)	*TOTAL* (*sum of columns (1) through (5)*) (*6*)	HANDI-CAPPED (*7*)	GIFTED AND TALENTED (*8*)	LOW INCOME (*9*)	MALE (*10*)	FEMALE (*11*)
STUDENTS											
ELEMENTARY (*K-6*)	58	20	240	1802	150	2270	74	-	394	1120	1150
MIDDLE/JUNIOR HIGH (*7-9*)	18	6	52	514	40	630	36	-	80	328	302
SENIOR HIGH (*10-12*)	40	14	268	576	100	998	24	-	300	519	479
2-YEAR COLLEGE	-	-	-	56	-	56	-	-	-	28	28
4-YEAR COLLEGE	-	-	-	-	-	-	-	-	-	-	-
ADULTS (*non-matriculated*)	-	-	-	84	-	84	-	-	-	40	44
SUB-TOTAL	116	40	560	3032	290	4038	134	-	774	2035	2003
EDUCATIONAL PERSONNEL							▨	▨	▨		
TEACHERS	-	6	44	1660	8	1718	▨	▨	▨	1082	636
COUNSELORS	-	-	5	252	4	261	▨	▨	▨	154	107
ADMINISTRATORS	-	-	1	84	-	85	▨	▨	▨	65	20
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	-	-	-	-	-	-	▨	▨	▨	▨	▨
PARENTS	-	-	-	-	-	-	▨	▨	▨	▨	▨
OTHER (*specify*)	-	-	-	-	-	-	▨	▨	▨	▨	▨
TOTAL	-	6	50	1996	12	2064	▨	▨	▨	▨	▨

OE FORM 467, 2/76

11. EVALUATION

This project contracted with a third party evaluator to do an extensive evaluation of each objective undertaken. The third party evaluation report is presented in this section.

FINAL EXTERNAL EVALUATION REPORT
OF REGIONAL COORDINATION AND SUPPORT
PROGRAM FOR CAREER DEVELOPMENT

An Evaluation of Current Efforts of Seven Career Education Planning Districts

Conducted for the
Michigan Department of Education

by

Donald R. Marcotte, Ph.D.
Joseph L. Posch, Jr., Ph.D.

July 1976

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INTRODUCTION

This study was undertaken by the evaluators in a third-party role to examine the Michigan Career Education Program. An evaluation contract was made between the Macomb Intermediate School District, Mt. Clemens, Michigan serving as the fiscal agent, Mr. James Mahrt of the Career Education Program, Michigan Department of Education, and Dr. Donald R. Marcotte, and Dr. Joseph L. Posch, Jr., principal evaluators of the project.

The program to be evaluated is the Regional Coordination and Support Program for Career Development, which was submitted to and approved by the Career Education Program, United States Office of Education, Application Control Center, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

The major goal of the program is:

> To provide coordination and technical assistance through a regional approach to local districts as they plan for and implement career education programs.[1]

To help accomplish this goal, nine subgoals were identified and appear as follows:

1. Teachers in participating districts will design and implement career education activities into the existing curriculum by utilizing an infusion process.

2. Counselors in participating schools will design and implement career education activities in cooperation with teachers, independently and/or with other staff or community members.

3. Teachers, counselors and other appropriate staff members will participate in inservice programs designed to increase their career development skills in organizing, facilitating and delivering career development outcomes to students.

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[1] Application for the "REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT." Submitted by: Career Education Program, Michigan Department of Education, Box 928, Lansing, Michigan 48904, April 18,1975 (page 12).

4. Local district and regional career education personnel will develop and implement strategies for involving and obtaining community participation in career education programs.

5. Regional and local career education personnel will utilize needs assessment and goal-setting processes to identify comprehensive career education program goals.

6. Regional and local career education personnel will organize identified career development outcomes into an articulated and sequential K-Adult curriculum plan.

7. Regional and local career education personnel will design, develop and implement an effective occupational information system.

8. Regional and local career education personnel will identify and/or develop effective career development evaluation strategies, programs and instruments.

9. Regional and local career education personnel will facilitate career education planning efforts through model planning efforts and supportive planning inservice.

Finally, thirty-five objectives related to the above listed nine subgoals were identified and are presented in Appendix A.

Although not a part of the original application, it was decided by the Michigan Department of Education Career Education Program that in addition to looking at the stated goals and objectives in the application, there should also be an analysis of student achievement between students participating in career education programs and students not participating in these programs. Since this was an addendum to the original application, only planning districts who volunteered to participate in this aspect of the evaluation will be a part of this evaluation report.

PROCEDURES

This section of the interim report consists of the evaluation design, selection of objectives, feasibility of achievement testing, instrument development and data analysis.

Evaluation Design:

The evaluation design for this evaluation consists of the following:

1. The identification and selection of objectives by each career education planning district.

2. A pre- and post-administration of a survey questionnaire, developed from the objectives contained in the proposal, to all planning districts.

3. Monthly administration of a monitoring form, using the activities listed for each objective, by Michigan Department of Career Education Program staff to career education planning district coordinators.

4. Site visits by external evaluators using a standardized instrument developed from the objectives and activities contained in the proposal.

5. Pre- and post-administration of standardized achievement tests for planning districts who volunteered to participate in the achievement aspect of the evaluation.

Selection of Objectives:

Figure 1 shows the name and code of the participating career education planning districts. Codes, rather than actual names, were used for the planning districts to simplify the presentation and interpretation of figures and tables.

FIGURE 1

NAME AND CODE OF PARTICIPATING CAREER EDUCATION PLANNING DISTRICTS

Name of Career Education Planning District	Code
Delta-Schoolcraft Intermediate School District	5
Charlevoix-Emmet Intermediate School District	7
Cheboygan-Otsego-Presque Isle Intermediate School District	8
Calhoun Intermediate School District	12
Genesee Intermediate School District	29
Kent Intermediate School District	32
Macomb Intermediate School District	40

The thirty-five objectives listed in the original proposal were not specifically assigned to the career education planning districts, although these districts were responsible for submitting these objectives prior to the submission of the application. Therefore, a meeting was held on November 13, 1975 at the Michigan Department of Education in Lansing with Career Education Program staff, planning district coordinators, and an external evaluator for the express purpose of having planning district coordinators select specific objectives. As a consequence of this meeting, objective responsibilities were identified for each of the participating districts as shown in Figure 2.

As can be seen from Figure 2, each planning district was responsible for at least one objective in each of three subgoal areas. All nine subgoal areas were represented by at least two career education planning districts. A listing of the thirty-five objectives representing the nine subgoal areas can be found in Appendix A.

FIGURE 2

MATRIX OF OBJECTIVES[1] CATEGORIZED BY CAREER EDUCATION PLANNING DISTRICT SELECTION AND SUBGOAL AREA

Planning District	4.131_[2]	4.132_	4.133_	4.134_	4.135_	4.136_	4.137_	4.138_	4.139_
5	5, 6					2		2, 4	
7		1, 3	5	2	6		1	1[3]	
8	4	3						1[4]	
12	2, 3	4	2, 3	1	1				2, 3
29		1	4		4, 5		2	3	4
32	1	1	1		3	1			1
40	1	2	3	1	2				

[1] Objectives appear in Appendix A.
[2] _ is to be replaced by the number appearing in a cell.
[3] Objective does not appear in monitoring form for this district.
[4] According to monitoring form, not an objective for this district.

Feasibility of Achievement Testing:

At the November 1975 meeting in Lansing of planning district coordinators, all districts indicated that they were interested in the achievement testing of students participating in career education programs. Planning district coordinators were informed that for comparison purposes students not participating in career education programs would have to be identified and tested. Two career education planning district coordinators volunteered to participate in this aspect of the evaluation and examined technical, financial and logistical considerations for this phase of the evaluation. As a result, only Planning District 29 participated in the achievement aspect of this program.

Instrument Development:

Instruments used in this project were developed from the objectives and activities provided on the "Description of Program" forms which are a part of the Application for the "REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT."

The instruments developed were:

1. Monitoring Form.

This form was used by Michigan Department of Education Personnel with coordinators of planning districts on five separate occasions. Forms are unique in that the activities contained within each form are specific to each planning district.

2. Career Education Questionnaire.

Administered by the external evaluators twice during the year--once in December 1975 and once in June 1976--to coordinators of the planning districts. Statements on this form are specifically related to the thirty-five objectives contained in Appendix A.

3. Interview Schedule.

Administered to planning district and local education agency personnel by the evaluators in May-June 1976. This form consists of general statements related to specificity of objectives and activities and to operational considerations in fulfilling the requirements of the contract.

The purpose of the three instruments is to determine which objectives and activities are being met by the career education planning districts and to determine the overall effectiveness, operationally, of the program.

Data Analysis:

Since the evaluation of the project is confined primarily to the collection of baseline information, all analyses are descriptive in nature. Enumeration of reported activities and actual responses to the survey questionnaire and interview schedule are presented in tabular form, with percentages provided where appropriate.

RESULTS AND DISCUSSION

It can be seen from Table 1 that each of the seven planning districts had a variable number of activities which they were required to complete. Four of the seven districts changed in the number of activities required for completion during the January-July time period. This resulted from a clarification of objectives and activities related to these objectives during the early part of 1976.

Also shown in Table 1 is the percentage of activities completed by July 1976 which ranged from 42% to 80%. The percentage of activities not completed ranged from 4% to 58%. Of considerable interest is the category "Not Applicable" wherein it is shown for four of the planning districts that shifting occurred downward(reduced frequencies) primarily as a result of monitoring and evaluation efforts in clarifying which objectives were selected and which activities were appropriate for these objectives.

With the exception of one planning district, it is clear from the reduction of responses in the "Do Not Know" category that there was clarification with respect to the required activities.

In general, it can be seen that there was a marked increase in the number of activities completed during the January-July time period. Where an increase in percentage of activities completed did not occur it was due in large part to the increased number of activities required for completion from the first time period to the last.

TABLE 1

STATUS OF ACTIVITIES REPORTED BY CAREER EDUCATION PLANNING DISTRICTS BY ENUMERATION AND PERCENTAGES[1]

Planning District	Time Period	Number of Activities	Status of Activities									
			Yes		No		DNK[2]		NA[3]		NR[4]	
			N	%	N	%	N	%	N	%	N	%
5	Jan.	69	33	48	34	49	2	3	0	0	0	0
	July	69	39	57	29	42	0	0	0	0	1	1
7	Jan.	42	12	28	20	48	8	19	2	5	0	0
	July	54	34	63	15	28	2	4	0	0	3	5
8	Jan.	16	3	19	4	25	0	0	9	56	0	0
	July	19	8	42	11	58	0	0	0	0	0	0
12	Jan.	81	42	52	36	44	3	4	0	0	0	0
	July	81	65	80	3	4	0	0	11	14	2	2
29	Jan.	28	11	39	14	50	3	11	0	0	0	0
	July	37	28	76	7	19	2	5	0	0	0	0
32	Jan.	105	26	25	59	56	8	8	12	11	0	0
	July	105	71	68	9	8	6	6	19	18	0	0
40	Jan.	28	20	71	8	29	0	0	0	0	0	0
	July	45	29	64	7	16	3	7	5	11	1	2

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[1] Information for this table was obtained by using unique monitoring forms for each planning district(monitoring forms appear in Appendix C).

[2] DNK - Do Not Know.

[3] NA - Not Applicable.

[4] NR - No Response.

Table 2 is an enumeration of the participants in each of the career education planning districts. It is clear from the table that there was some difficulty with the category "Local Education Agency Teacher Representatives" in that four of the seven planning districts were apparently unable to identify or did not have any of these individuals. On the pre administration of the survey three of the seven districts could not clarify this category although on the post administration one of the three was able to identify teacher representatives.

Tables 3 and 4 represent the results obtained from both a pre and post administration of the survey instrument which was developed from the original contract. Listed in Table 3 are the responses for the first three questions on the survey. These three questions are presented separately since the response format differed from the remaining thirty-seven questions.

It can be seen from Table 3 that four of the seven planning districts responded affirmatively to question one which referred to the development of an occupational information system. In addition, these four districts also responded affirmatively to question two which relates to the implementation of such a system. With respect to question three, which refers to a plan for facilitating the systematic planning of career education programs, all planning districts responded yes.

Questions four through forty resulted in frequency counts being provided for each of the questions. Of particular interest here is the identification of a particular question with a specific planning district. This can be done by consulting the Cross-Reference List which appears in Appendix B and Figure 2 on page 7 which shows the objectives selected by the various planning districts.

TABLE 2

ENUMERATION OF PARTICIPANTS BY CAREER EDUCATION PLANNING DISTRICT SURVEY (PRE AND POST)

		Career Education Planning District						
Participants		5	7[1]	8[2]	12	29	32[3]	40
Local Education Agency Teachers	Pre	987	628	588	4500	2970	5000	8175
	Post	-	593	588	-	3670	5000	6692
Local Education Agency Counselors	Pre	25	15	14	125	140	400	259
	Post	-	15	12	-	145	400	211
Local Education Agency Teacher Representatives	Pre	44	?	10	?	250	23	?
	Post	-	-	10	-	NA	23	247
Local Education Agency Administrators	Pre	108	20	41	250	221	550	425
	Post	-	41	41	-	289	550	297
Local Education Agencies	Pre	20[4]	14	10	38	7	23	21
	Post	16[5]	2	10	-	8	23	20

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[1] Other individuals identified were one CEPD coordinator and one career education counselor.

[2] Other individuals identified were thirty-eight direct teacher participants and two direct counselor participants.

[3] Other individuals identified were one CEPD coordinator and three regional coordinators.

[4] 12 Public, 5 Private, 2 Intermediate, 1 Community College.

[5] 12 Public, 4 Private.

TABLE 3

ANALYSIS OF QUESTIONS ONE THROUGH THREE ON SURVEY[1] INSTRUMENT (PRE AND POST)

Question	Categories	Career Education Planning District													
		5		7		8		12		29		32		40	
		Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
1	Yes	-	X	-	X[5]	-	-	-	-	-	X	-	-	X	X
	No	X[2]	-	X	-	X	-	X	X	X	-	X	X	-	-
	DNK[3]	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	NA[4]	-	-	-	-	-	X	-	-	-	-	-	-	-	-
2[6]	Yes	X[5]	X	-	X[5]	-	-	-	-	-	X	-	-	X	X
	No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	NA	-	-	-	-	-	X	-	X	-	-	-	-	-	-
3	Yes	X	X	X	X	X	X	-	X	X	X	X	X	X	X
	No	-	-	-	-	-	-	X	-	-	-	-	-	-	-
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-

---

[1] Survey questionnaire appears in Appendix B.

[2] Will utilize existing and newly developed modules.

[3] DNK - Do Not Know.

[4] NA - Not Applicable.

[5] In process.

[6] No response required for this question if the response to question #1 is no.

TABLE 4

ANALYSIS OF QUESTIONS FOUR THROUGH FORTY ON SURVEY INSTRUMENT (PRE AND POST)

Question	Categories	Career Education Planning District													
		5		7		8		12		29		32		40	
		Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
4	Number	-	176	34	-	40	44	200	350+	-	-	-	-	-	-
	DNK	X	-	-	X	-	-	-	-	X	-	X	X	X	X
	NA	-	-	-	-	-	-	-	-	-	X	-	-	-	-
5	Number	1	12	2	3	1	3	0	11	3	-	-	-	-	9
	DNK	-	-	-	-	-	-	-	-	-	-	X	X	X	-
	NA	-	-	-	-	-	-	-	-	-	X	-	-	-	-
6	Number	12	12	4	7	1	1	0	38	21	8	4	23	-	13
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	X	-
	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Number	9	5	4	5	0	2	15	25	12	8	27	27	-	50
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	X	-
	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	Number	12	X[1]	2	2	2	2	0	9	-	-	1	6	-	8
	DNK	-	-	-	-	-	-	-	-	X	-	-	-	X	-
	NA	-	-	-	-	-	-	-	-	-	X	-	-	-	-
9	Number	1008	1100	160	180	40	94	-	600	-	-	330	450	-	800
	DNK	-	-	-	-	-	-	X	-	X	-	-	-	X	-
	NA	-	-	-	-	-	-	-	-	-	X	-	-	-	-
10	Number	1	12	3	4	10	10	-	6	5	6	8	10	-	-
	DNK	-	-	-	-	-	-	X	-	-	-	-	-	X	X
	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Number	-	-	2	2	-	-	0	26	-	-	15	23	-	-
	DNK	X	X	-	-	X	X	-	-	X	-	-	-	-	X
	NA	-	-	-	-	-	-	-	-	-	X	-	-	-	-
12	Number	-	12	8	8	10	10	0	0	0	8	0	23	-	14
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	X	-
	NA	X	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Number	27	18	5	5	10	2	15	30	-	-	-	-	14	50
	DNK	-	-	-	-	-	-	-	-	X	-	-	-	-	-
	NA	-	-	-	-	-	-	-	-	-	X	X	X	-	-

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[1] In process.

TABLE 4 (CONT'D)

Question	Categories	5 Pr	5 Po	7 Pr	7 Po	8 Pr	8 Po	12 Pr	12 Po	29 Pr	29 Po	32 Pr	32 Po	40 Pr	40 Po
		Career Education Planning District													
23	Number	12	12	2	8	10	3	0	38	21	-	23	23	21	17
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	NA	-	-	-	-	-	-	-	-	-	X	-	-	-	-
24	Number	0	-	2	11	-	-	0	-	-	-	-	-	-	-
	DNK	-	-	-	-	X	-	-	-	X	-	X	X	X	X
	NA	-	X	-	-	-	X	-	X	-	X	-	-	-	-
25	Number	0	12	-	-	-	-	0	-	0	-	0	6	-	-
	DNK	-	-	-	-	X	-	-	-	-	-	-	-	X	-
	NA	-	-	X	X	-	X	-	X	-	X	-	-	-	X
26	Number	39	-	4	4	0	-	25	85	-	-	0	-	-	-
	DNK	-	-	-	-	-	-	-	-	X	-	-	-	X	X
	NA	-	X	-	-	-	X	-	-	-	X	-	X	-	-
27	Number	-	176	-	11	40	38	200	350+	-	-	-	-	-	-
	DNK	X	-	X	-	-	-	-	-	X	-	X	X	X	X
	NA	-	-	-	-	-	-	-	-	-	X	-	-	-	-
28	Number	-	12	1	3	0	-	0	-	0	-	0	-	-	0
	DNK	X	-	-	-	-	-	-	-	-	-	-	X	X	-
	NA	-	-	-	-	-	X	-	X	-	X	-	-	-	-
29	Number	0	-	0	2	0	-	0	15	-	-	15	15	-	10
	DNK	-	-	-	-	-	-	-	-	X	-	-	-	X	-
	NA	-	X	-	-	-	X	-	-	-	X	-	-	-	-
30	Number	12	12	8	2	10	-	0	30	21	8	23	23	21	20
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	NA	-	-	-	-	-	X	-	-	-	-	-	-	-	-
31	Number	0	18	2	4	2	-	0	-	-	-	-	-	-	30
	DNK	-	-	-	-	-	-	-	-	X	-	X	X	X	-
	NA	-	-	-	-	-	X	-	X	-	X	-	-	-	-
32	Number	0	-	0	2	0	-	0	-	-	-	0	0	-	-
	DNK	-	X	-	-	-	-	-	-	X	-	-	-	X	X
	NA	-	-	-	-	-	X	-	X	-	X	-	-	-	-
33	Number	0	-	-	2	0	-	0	11	-	-	2	5	-	11
	DNK	-	-	X	-	-	-	-	-	X	-	-	-	X	-
	NA	-	X	-	-	-	X	-	-	-	X	-	-	-	-

TABLE 4 (CONT'D)

Ques-tion	Cate-gories	Career Education Planning District													
		5		7		8		12		29		32		40	
		Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
34	Number	0	12	2	2	0	-	0	15	0	2	0	-	-	-
	DNK	-	-	-	-	-	X	-	-	-	-	-	X	X	X
	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35	Number	1	12	1	2	10	-	0	5	-	-	6	8	-	11
	DNK	-	-	-	-	-	-	-	-	X	-	-	-	X	-
	NA	-	-	-	-	-	X	-	-	-	X	-	-	-	-
36	Number	0	-	0	1	40	-	-	-	0	-	-	-	-	-
	DNK	-	X	-	-	-	-	-	-	-	-	-	-	X	X
	NA	-	-	-	-	-	X	X	X	-	X	X	X	-	-
37	Number	1	12	1	2	-	-	0	11	5	6	6	8	-	9
	DNK	-	-	-	-	X	-	-	-	-	-	-	-	X	-
	NA	-	-	-	-	-	X	-	-	-	-	-	-	-	-
38	Number	0	36	-	1	-	-	0	350+	-	-	-	-	-	-
	DNK	-	-	X	-	X	-	-	-	X	-	-	-	X	X
	NA	-	-	-	-	-	X	-	-	-	X	X	X	-	-
39a	Number	-	1100	-	85	110	-	200	350+	20	78	200	300	-	1000
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	X	-
	NA	-	-	-	-	-	X	-	-	-	-	-	-	-	-
39b	Number	27	18	2	3	3	-	15	30+	1	4	25	30	-	30
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	X	-
	NA	-	-	-	-	-	X	-	-	-	-	-	-	-	-
39c	Number	-	22	3	4	5	-	0	50+	0	5	25	30	-	100
	DNK	-	-	-	-	-	-	-	-	-	-	-	-	X	-
	NA	-	-	-	-	-	X	-	-	-	-	-	-	-	-
40a	Number	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	DNK	-	-	X	X	X	-	X	-	X	-	X	X	X	X
	NA	-	X	-	-	-	X	-	X	-	X	-	-	-	-
40b	Number	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	DNK	-	-	X	X	X	-	X	-	X	-	X	X	X	X
	NA	-	X	-	-	-	X	-	X	-	X	-	-	-	-

Using both sources of information presented in the previous paragraph it can be seen that 78% of the objectives were met in this project. Objectives 4.1311, 4.1312, 4.1314, 4.1315, 4.1322, 4.1356, 4.1361 and 4.1382 were not met.

Tables 5 and 6 are the results of the administration of the interview schedule to both coordinators and other participants in the program. Since the relevant questions on the schedule are presented as they appeared in the schedule, it is not necessary to repeat these questions in the discussion. It can be seen from the tables, however, that there was overwhelming support for the program and for the continuance of the program.

As indicated on page 8 in this report, the feasibility of achievement testing was explored with the result that one planning district finally agreed to participate in this aspect of the program. The test questions developed by this district were criterion referenced and, in general, open ended. This did not allow for the usual type of statistical analysis particularly with respect to the comparison of experimental and control groups. It can be stated that for the pre and post administration of the tests both groups improved.[1]

[1] For a more detailed reporting of this information, please contact Dr. Joseph L. Posch, Jr., 1400 Kales Building, Detroit, Michigan 48226.

TABLE 5

INTERVIEW SCHEDULE RESULTS FOR NON-COORDINATOR PARTICIPANTS IN REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT

Question	Interviewed/ Mailed	Career Education Planning District													
		5		7		8		12		29		32		40	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Do you feel that the objectives of the project are clearly and specifically defined so that you know what has to be done?	Interviewed	3	0	0	0	1	0	6	0	2	0	8	0	0	0
	Mailed	1	0	1	0	0	0	5	0	7	1	0	0	4	1
Do you feel that a common purpose exists among all personnel involved in the project(i.e., the intermediate school district and participating local education agencies)?	Interviewed	3	0	0	0	1	0	6	0	3	0	3	5	0	0
	Mailed	0	0	0	1	0	0	3	1	8	0	0	0	4	1
Are the skills of the personnel who are currently attached to the project at the intermediate level being effectively utilized in this project?	Interviewed	3	0	0	0	0	1	6	0	2	0	8	0	0	0
	Mailed	0	0	0	1	0	0	4	0	5	2	0	0	4	0
Do you feel that any of the positions at the intermediate level could be eliminated without affecting the success of the total project?	Interviewed	1	2	0	0	0	1	0	7	1	1	3	5	0	0
	Mailed	1	0	0	1	0	0	0	3	1	5	0	0	1	4

TABLE 5 (CONT'D)

Question	Interviewed/ Mailed	Career Education Planning District 5		7		8		12		29		32		40	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Is there sufficient communication between staff at the intermediate level and personnel in the local education agencies?	Interviewed	3	0	0	0	0	1	4	3	3	0	8	0	0	0
	Mailed	0	0	0	1	0	0	3	2	7	1	0	0	4	1
In your opinion, do you feel that the project should continue?	Interviewed	3	0	0	0	1	0	7	0	3	0	8	0	0	0
	Mailed	1	1	1	0	0	0	5	0	8	0	0	0	4	0

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[1] Y - Yes.
N - No.

TABLE 6

INTERVIEW SCHEDULE RESULTS FOR COORDINATOR PARTICIPANTS IN REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT

Question	Yes	No
Do you feel that the objectives of the project are clearly and specifically defined so that you know what has to be done?	7	3
Do you feel that a common purpose exists between all personnel involved in the project(i.e., intermediate school district and local education agency personnel)?	8	2
Do you feel that the skills of the personnel who are currently working with you at the intermediate level are being effectively utilized in this project?	7	3
Do you feel that any of the positions at the intermediate level could be eliminated without affecting the success of the total project?	1	9
Do you feel that there was sufficient communication between your staff at the intermediate and personnel in the local education agencies?	7	2
Do you feel that you have been sufficiently supported by the State Department of Education in meeting your objectives?	9	1
In your opinion, do you feel that the project should continue to be funded by the State Department of Education?	9	1

CONCLUSIONS

To provide a proper perspective for the Regional Coordination and Support Program for Career Development, it should be noted that planning districts were allowed to select objectives on which they would be evaluated. It was found that 78% of the objectives were successfully accomplished even though the activities related to these objectives were not completed with this high a percentage figure. This could be attributable, in part, to the lack of specificity or relevance of the activities.

Also evident from the data collected is the fact that even though planning districts were to focus on specific selected objectives, these districts were providing more services than required. This is clearly demonstrated by Tables 3 and 4.

Although achievement testing was included in the project, it was found that achievement related to career education required the development and use of criterion referenced tests which were generally open ended type items. This did not permit the usual statistical analyses and comparisons found in projects that emphasize the experimental approach. It was found, however, that both the experimental and control groups improved in achievement.

APPENDIX A

Classification of Objectives by Subgoals

5H-a

Number of Objectives

for each Goal

Goal	Number of Objectives
4.131	6
4.132	4
4.133	5
4.134	2
4.135	6
4.136	2
4.137	2
4.138	4
4.139	4

Goal 4.131: Teachers in participating districts will design and implement career education activities into the existing curriculum by utilizing an infusion process.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1311	Project staff with students, parents, community members, teachers, and administrators of schools.	To infuse adopted career development goals and objectives into curriculum.	07/1/76	Teachers will design infusion units.	25% of all teachers will have implemented at least one (1) infused unit with all their students.	Site (Frequency counts).
4.1312	Local educational agency teachers and counselors.	Will incorporate starter lists of objectives.	06/30/76	As determined by a post-survey of teachers and counselors from three local education agencies.	1974-75: no LEA's achieve; 1975-76: 3 LEA's achieve.	Site (Frequency counts).
4.1313	Local educational agency teachers.	Will implement infusion lessons in classrooms.	06/30/76	As determined by evaluation instrument submitted to the LEA teachers.	1974-75: 200 LEA teachers implement at least 2 career education lessions; 1975-76: 250 LEA teachers implement at least 2 career education lessons.	Site (Frequency counts).
4.1314	Teachers in participating LEAs.	Will list a skill they wish students to accomplish as result of class participation.	School year 75-76.	Pre-post test of knowledge of CE. A quality evaluation of material developed and tested in classroom.	Present 10%. Anticipated level 30%.	Local (Test).

Goal 4.131 (Continued)

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1315	One teach rep. from each grade level and curriculum area in each LEA in CEPD 5.	Will design, develop and pilot test one alternative instruction strategy.	6/1/76	As measured by the written lesson plans and/or performance objectives.	(12) 50-minute units of career development instruction from each CEPD LEA for each grade level and subject matter area.	Survey.
4.1316	One teacher rep. from each grade level and curriculum area in each LEA in CEPD 5.	Will design, develop and pilot test one grade level or subject matter curriculum option.	6/1/76	As measured by the incorporation of learner performance indicators from at least (3) three career development instruction goals.	One curriculum option from each CEPD, LEA for each grade level and subject matter area.	Survey.

Goal 4.132: Counselors in particpwting schools will design and implement career education activities in cooperation with teachers, independently and/or with other staff or community members.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1321	Regional Career Development Coordinators with Counselors, Teachers, Students, and Administrators.	To design Career Development activities.	7/1/76	At least 80% of counselors will define goals for career guidance and devise a plan to modify guidance program to incorporate Career Development goals and objectives.	A plan in writing in 80% of LEAs to infuse Career Development goals into existing curriculum.	Site (Frequency count).
4.1322	LEA Team.	Will implement the strategy deemed appropriate to implement a career guidance program.	11/75	Reports of the success of the strategy implemented will be submitted to CEPD.	At least fifty percent of the LEAs will submit reports.	Site (Frequency count).
4.1323	A minimum of 40% of the counselors within the ISD.	Will develop a plan to implement career guidance program.	None.	As demonstrated by the written plan.	Counselor will attend the workshop. They will have 2 workshops to disseminate CE model.	Site (Frequency count).
4.1324	Local education agency counselors.	Will implement a career education project.	6/30/76	As determined by a post-evaluation submitted to the LEA counselors.	1974-75: 15 LEA counselors implement; 1975-76: 25 LEA counselors implement.	Site (Frequency count).

Goal 4.133: Teachers, counselors and other appropriate staff members will participate in inservice programs designed to increase their career development skills in organizing, facilitating and delivering career development outcomes to students.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1331	Project staff with students, parents, community members, teachers, counselors, and administrators of schools.	Counselors and teachers will organize and receive inservice to facilitate CE implementation.	7/1/76	All teachers and counselors in each LEA will have received at least (4) four hours of CE inservice.	At least 80% of participants will have indicated through a post-test evaluation a positive response to the CE inservice.	Scale.
4.1332	Local educational agency teacher-leaders.	Will assist additional LEA teachers develop and implement CE strategies.	6/30/76	As determined by a survey of teacher-leaders assisting additional LEA teachers.	1974-75: No LEA teacher-leaders achieve; 1975-76: 40 LEA teacher-leaders achieve.	Site (Frequency count).
4.1333	Local educational agency teachers.	Are trained to assume teacher-leader roles.	6/30/76	By post-workshop assessment survey.	1974-75: 25 LEA teachers trained; 1975-76: 50 LEA teachers trained.	Site (Frequency count).
4.1334	Local District personnel (Teachers, counselors, administrators).	Will participate in a curriculum infusion workshop.	1/15/76-4/15/76	50 people from 8 Districts have presently undergone such training.	130 people from 13 school districts (10 each) will participate.	Site (Frequency count).
4.1335	Local contact personnel.	Will be inserviced.	School Year 1975-76	50% of LEAs will designate a local CE leader to work with project personnel.	Present level 10%. Anticipated level 50%.	Site (Frequency count).

Goal 4.134: Local district and regional career education personnel will develop and implement strategies for involving and obtaining community participation in career education programs.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1341	Local educational agency teachers and counselors.	Will identify and demonstrate strategies that expand utilization of community resources in career education instruction and guidance.	6/30/76	As determined through a post-evaluation submitted to teachers and counselors of five strategies identified and used (i.e., resource people, field trips, role models, work experience and published materials).	1974-75: No organized program; 1975-76: At least five strategies will be identified and demonstrated by 40 LEA teachers and 30 LEA counselors.	Survey.
4.1342	Organized citizen groups.	Will be involved in a program of community awareness and active participation in local CE projects.	School Year 1975-76	Completion of needs assessment instrument, gathering, and application of data.	3 LEAs will institute 1 presently.	Site (Survey).

Goal 4.135: Regional and local career education personnel will utilize needs assessment and goal-setting processes to identify comprehensive career education program goals.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1351	Local educational agency boards of education.	Will adopt LEA learner career education goals.	6/30/76	As determined by the official record of the proceedings of the board meeting when the learner goals were adopted.	1974-75: No LEAs completed; 1975-76: 5 LEAs completed.	Site (Frequency count).
4.1352	LEAs.	Will develop student goals and objectives in the area of career development.	6/1/76	A set of the learner outcomes will be forwarded to the CEPD.	At least fifty percent of the LEAs will submit a set of goals and objectives.	Site (Frequency count).
4.1353	Project staff with students, parents, community members, teachers, and administrators of schools.	To develop a Career Development Goal-setting process in each LEA.	7/1/76	All LEAs will have completed the goal-setting process.	Each LEA will have a written instrument and will have written evidence of initial action taken based on instrument results.	Site (Frequency count).
4.1354	Local district task force teams.	Will develop and prioritize career education goals.	12/1/75	No LEA presently has developed a set of goals for career education.	All 21 LEAs will develop goals for career education.	Site (Frequency count).

Goal 4.135 (Continued)

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1355	Local district task force teams.	Will conduct a needs assessment of career education.	11/1/75	No school districts presently have undertaken a comprehensive needs assessment of career education.	All school districts will conduct a needs assessment by November 1, 1975.	Site (Frequency count).
4.1356	Teachers and administrators.	Will develop Career Education goals.	School Year 1975-76	Developed goals in Math, Science, English and Social Studies at District level and individual teacher level.	Present level 20%. Anticipated level 40% of project participants.	Site (Frequency count).

Goal 4.136: Regional and local career education personnel will organize identified career development outcomes into an articulated and sequential K-Adult curriculum plan.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1361	Projected staff with students, parents, community members, teachers, and administrators of schools.	To organize C.D. Goals for LEA Building, Grade level, and individual levels.	7/1/76	25% of all LEAs will produce C.D. Goals for its district, buildings, grade area, and individuals.	Written Guides will be published and 25% of teachers and 80% of counselors will have implemented infusion units.	Site (Frequency count).
4.1362	All CEPD. 5 LEAs.	Will reorder or create and adopt new system (district) career education priorities.	5/1/76	Evidenced by a prioritized list of goals and objectives.	100% of all CEPD. 5 LEAs will have incorporated priority goals in CE plan for 76-77.	Site (Frequency count).

Goal 4.137: Regional and local career education personnel will design, develop and implement an effective occupational information system.

Objective	Individual	Behavior	Time	Measurement	Criterion	External Evaluation
4.1371	Project staff and selected CE leaders.	Will develop an occupational information system.	School Year 1975-76	Developed and utilized occupational information system.	Present level 5%. Anticipated level 20% of students in 8 LEAs utilizing system.	Site (Frequency count).
4.1372	The Intermediate Support Service.	Will implement an Occupation Information System and Community Resource Bank.	11/15/75	The OIS system is presently used by 14 out of 21 school districts. The CRB resource is not operational at this time.	All 21 LEAs have access to OIS and CRB resources.	Site (Survey).

Goal 4.138: Regional and local career education personnel will identify and/or develop effective career development evaluation strategies, programs and instruments.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1381	LEAs (team approach).	Will participate in evaluation and modification of CE programs.	School Year 1975-76	Development of evaluation instruments.	Involvement of 100% of participating LEAs.	Site (Survey)
4.1382	Each LEA rep. participating in COSSP activities.	Will develop and test a career development curriculum evaluation instrument.	6/1/75 (?)	As measured by the development of a student outcome based instrument.	Each of the LEAs in CEPD 5.	Site (Survey).
4.1383	Local district staff.	Will evaluate their first year career education activities.	6/30/76	Approximately 5% of all local district staff and students are presently involved in career education activities.	10% of all LEA staff and students involved in career education activities.	Site (Frequency count).
4.1384	All LEAs in CEPD 5.	Will design, develop and administer a career education personnel competency evaluation instrument.	6/1/76	As measured by the administration of an instrument.	50% of all LEA personnel and 100% of all LEA Career Education personnel.	Site (Survey).

Goal 4.139: Regional and local career personnel will facilitate career education planning efforts through model planning efforts and supportive planning inservice.

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1391	Regional Career Development Coordinator with Planning Committee in cooperation with administration, staff and community.	To organize for systematic planning of Career Education program.	6/30/76	100% of LEAs will submit to CEPD a comprehensive plan for implementing a Career Education program K-12.	A written plan with goals and objectives and organizational structure needed to facilitate Career Education.	Site (Survey).
4.1392	Local educational agencies.	Will complete a career education plan.	6/30/76	As determined by a list of local educational agencies submitted to the Region XII Steering Committee.	1974-75: 4 plans completed; 1975-76: 30 plans completed.	Site (Frequency count).
4.1393	Local educational agencies.	Will initially implement Career Education plan.	6/30/76	As determined by: 1. Local district goals. 2. Starter sets of career development and career preparation objectives. 3. Implementation strategies. 4. Identify 1976-1977 priorities and redevelop plan.	1974-75: 4 LEAs complete; 1975-76: 9 LEAs complete.	Site (Frequency count).

Goal 4.139 (Continued)

Objective	Individual(s)	Behavior	Time	Measurement	Criterion	External Evaluation
4.1394	Local District Task Force Teams.	Will develop a comprehensive career education plan.	10/1/75	8 out of 21 LEAs presently have career education plans in the developmental stage.	All 21 LEAs will have a plan developed by October 1, 1975.	Site (Frequency count).

APPENDIX B

Career Education Questionnaire
with Cross-Reference List

CAREER EDUCATION QUESTIONNAIRE

(Cross-reference List)

Question	Objective	Identification
1	4.1371	Planning District
2	4.1372	Planning District
3	4.1391	Planning District
4	4.1311	LEA Teachers
5	4.1362	LEA
6	4.1393	LEA
7	4.1324	LEA Counselor
8	4.1351	LEA
9	4.1331	LEA Teacher
10	4.1355	LEA
11	4.1332	LEA Teacher Representative
12	4.1394	LEA
13	4.1331	LEA Counselor
14	4.1361	LEA
15	4.1314	LEA Teacher
16	4.1342	LEA
17	4.1321	LEA Counselor
18	4.1331	LEA Counselor
19	4.1383	LEA
20	4.1341	LEA Counselor
21	4.1381	LEA
22	4.1331	LEA Teacher
23	4.1335	LEA
24	4.1312	LEA Teacher
25	4.1322	LEA
26	4.1333	LEA Teacher
27	4.1313	LEA Teacher
28	4.1384	LEA
29	4.1341	LEA Counselor
30	4.1392	LEA
31	4.1312	LEA Counselor
32	4.1382	LEA
33	4.1352	LEA
34	4.1323	LEA Counselor
35	4.1353	LEA
36	4.1315	LEA Teacher Representative
37	4.1354	LEA
38	4.1316	LEA Teacher Representative
39	4.1334	LEA Counselor
40	4.1356	LEA Administrator

APPENDIX B

Career Education Questionnaire
with Cross-Reference List

CAREER EDUCATION QUESTIONNAIRE

(Cross-reference List)

Question	Objective	Identification
1	4.1371	Planning District
2	4.1372	Planning District
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4	4.1311	LEA Teachers
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6	4.1393	LEA
7	4.1324	LEA Counselor
8	4.1351	LEA
9	4.1331	LEA Teacher
10	4.1355	LEA
11	4.1332	LEA Teacher Representative
12	4.1394	LEA
13	4.1331	LEA Counselor
14	4.1361	LEA
15	4.1314	LEA Teacher
16	4.1342	LEA
17	4.1321	LEA Counselor
18	4.1331	LEA Counselor
19	4.1383	LEA
20	4.1341	LEA Counselor
21	4.1381	LEA
22	4.1331	LEA Teacher
23	4.1335	LEA
24	4.1312	LEA Teacher
25	4.1322	LEA
26	4.1333	LEA Teacher
27	4.1313	LEA Teacher
28	4.1384	LEA
29	4.1341	LEA Counselor
30	4.1392	LEA
31	4.1312	LEA Counselor
32	4.1382	LEA
33	4.1352	LEA
34	4.1323	LEA Counselor
35	4.1353	LEA
36	4.1315	LEA Teacher Representative
37	4.1354	LEA
38	4.1316	LEA Teacher Representative
39	4.1334	LEA Counselor
40	4.1356	LEA Administrator

CAREER EDUCATION QUESTIONNAIRE

CAREER EDUCATION QUESTIONNAIRE

PLANNING DISTRICT: ____________________

COMPLETED BY: ____________________

DATE: ____________________

I. Please provide the following information:

Number of Local Education Agency teachers:	________
Number of Local Education Agency counselors:............................	________
Number of Local Education Agency teacher representatives:................	________
Number of Local Education Agency administrators:........................	________
Number of participating Local Education Agencies:............................	________

Participants in the Planning District:

Specify roles:	Number
____________________	________
____________________	________
____________________	________
____________________	________

II. It is possible that in completing the questionnaire there will be some difficulty in responding to an item. If the question is definitely not related to your planning district then please check the category Not Applicable. If you are uncertain about the question please check the category Do Not Know. If the question does apply to your planning district then respond appropriately by providing the requested information.

1. Have you, in cooperation with selected career education leaders in the Local Education Agencies, developed an occupational information system?

Yes ____________
No ____________
Do Not Know ____________
Not Applicable ____________

2. If the response to question one is yes, have you implemented an occupational information system and community resource bank?

Yes ____________
No ____________
Do Not Know ____________
Not Applicable ____________

3. Have you organized a plan for facilitating the systematic planning of career education programs?

Yes ____________
No ____________
Do Not Know ____________
Not Applicable ____________

	Number	Do Not Know	Not Applicable
4. How many local education agency teachers have implemented at least one infused unit with all of their students?	______	______	__________
5. How many local education agencies have reordered or created and adopted a prioritized list of goals and objectives?	______	______	__________
6. How many local education agencies have implemented a career education plan?	______	______	__________
7. How many local education agency counselors have implemented a career education project?	______	______	__________
8. How many local education agency boards of education have adopted learner career education goals?	______	______	__________

	Number	Do Not Know	Not Applicable
9. How many teachers in each local education agency have received at least four hours of career education inservice?	______	______	______
10. How many local district task force teams have conducted a needs assessment of career education?	______	______	______
11. How many local education agency teacher representatives have assisted teachers develop and implement career education strategies?	______	______	______
12. How many local education agencies have developed a comprehensive career education plan?	______	______	______
13. How many counselors have responded in a positive manner to the career education inservice?	______	______	______
14. How many local education agencies have involved students, parents, community members, teachers and administrators in organizing career development goals for:			
a. building level	______	______	______
b. grade level	______	______	______
c. student level	______	______	______
15. How many local education agency teachers have listed a skill they wish students to accomplish?	______	______	______
16. How many local education agencies have involved organized citizen groups in a program of community awareness and active participation in local career education projects?	______	______	______
17. How many local education agency counselors have defined goals for career guidance and have devised a plan to modify their guidance program to incorporate career education goals and objectives?	______	______	______

	Number	Do Not Know	Not Applicabl
18. How many counselors in each local education agency have received at least four hours of career education inservice?	______	______	______
19. How many local education agencies have evaluated their first year career education activities?	______	______	______
20. How many local education agency teachers have identified and demonstrated strategies that expand utilization of community resources in career education instruction and guidance?	______	______	______
21. How many local education agencies have participated in an evaluation and modification of career education programs?	______	______	______
22. How many teachers have responded in a positive manner to the career education inservice?	______	______	______
23. How many local education agencies have designated a local career education leader to work with project personnel?	______	______	______
24. How many local education agency teachers have incorporated starter lists of objectives?	______	______	______
25. How many local education agencies have submitted reports on the success of the strategy deemed appropriate to implement a career guidance program?	______	______	______
26. How many local education agency teachers have been trained to assume teacher-leader roles?	______	______	______
27. How many local education agency teachers have implemented at least two career education infusion lessons to date?	______	______	______

		Number	Do Not Know	Not Applicable
28.	How many local education agencies have designed, developed and administered a career education personnel competency evaluation instrument?			
29.	How many local education agency counselors have identified and demonstrated strategies that expand utilization of community resources in career education instruction and guidance?			
30.	How many local education agencies have completed a career education plan?			
31.	How many local education agency counselors have incorporated starter lists of objectives?			
32.	How many local education agency representatives have participated in the developing and testing of a career development curriculum evaluation instrument?			
33.	How many local education agencies have developed student goals and objectives in career development?			
34.	How many local education agency counselors within the planning district have developed a written plan to implement a career education guidance program?			
35.	How many local education agencies have involved students, parents, community members, teachers and administrators in the development of a career goal setting process?			
36.	How many local education agency teacher representatives have designed, developed and piloted a complete set of fifty minute units of career development instruction for each grade level and subject matter area?			

	Number	Do Not Know	Not Applicable
37. How many local district task force teams have developed and prioritized career education goals?			
38. How many local education agency teacher representatives have designed, developed and piloted one grade level or subject matter curriculum option for each grade level and subject matter area?			
39. How many local education agency personnel have participated in a curriculum infusion workshop:			
a. teachers			
b. counselors			
c. administrators			
40. How many local education agency personnel have developed career education goals in mathematics, science, English and social studies at district and teacher level:			
a. teachers			
b. administrators			

APPENDIX B

Career Education Questionnaire with Cross-Reference List

CAREER EDUCATION QUESTIONNAIRE

(Cross-reference List)

Question	Objective	Identification
1	4.1371	Planning District
2	4.1372	Planning District
3	4.1391	Planning District
4	4.1311	LEA Teachers
5	4.1362	LEA
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15	4.1314	LEA Teacher
16	4.1342	LEA
17	4.1321	LEA Counselor
18	4.1331	LEA Counselor
19	4.1383	LEA
20	4.1341	LEA Counselor
21	4.1381	LEA
22	4.1331	LEA Teacher
23	4.1335	LEA
24	4.1312	LEA Teacher
25	4.1322	LEA
26	4.1333	LEA Teacher
27	4.1313	LEA Teacher
28	4.1384	LEA
29	4.1341	LEA Counselor
30	4.1392	LEA
31	4.1312	LEA Counselor
32	4.1382	LEA
33	4.1352	LEA
34	4.1323	LEA Counselor
35	4.1353	LEA
36	4.1315	LEA Teacher Representative
37	4.1354	LEA
38	4.1316	LEA Teacher Representative
39	4.1334	LEA Counselor
40	4.1356	LEA Administrator

CAREER EDUCATION QUESTIONNAIRE

CAREER EDUCATION QUESTIONNAIRE

PLANNING DISTRICT: ____________________

COMPLETED BY: ____________________

DATE: ____________________

I. Please provide the following information:

Number of Local Education Agency teachers: ______

Number of Local Education Agency counselors:.............................. ______

Number of Local Education Agency teacher representatives:................ ______

Number of Local Education Agency administrators:......................... ______

Number of participating Local Education Agencies:............................. ______

Participants in the Planning District:

Specify roles:	Number
____________________	______
____________________	______
____________________	______
____________________	______

II. It is possible that in completing the questionnaire there will be some difficulty in responding to an item. If the question is definitely not related to your planning district then please check the category Not Applicable. If you are uncertain about the question please check the category Do Not Know. If the question does apply to your planning district then respond appropriately by providing the requested information.

1. Have you, in cooperation with selected career education leaders in the Local Education Agencies, developed an occupational information system?

   Yes ____________
   No ____________
   Do Not Know ____________
   Not Applicable ____________

2. If the response to question one is yes, have you implemented an occupational information system and community resource bank?

   Yes ____________
   No ____________
   Do Not Know ____________
   Not Applicable ____________

3. Have you organized a plan for facilitating the systematic planning of career education programs?

   Yes ____________
   No ____________
   Do Not Know ____________
   Not Applicable ____________

	Number	Do Not Know	Not Applicable
4. How many local education agency teachers have implemented at least one infused unit with all of their students?			
5. How many local education agencies have reordered or created and adopted a prioritized list of goals and objectives?			
6. How many local education agencies have implemented a career education plan?			
7. How many local education agency counselors have implemented a career education project?			
8. How many local education agency boards of education have adopted learner career education goals?			

	Number	Do Not Know	Not Applicable
9. How many teachers in each local education agency have received at least four hours of career education inservice?			
10. How many local district task force teams have conducted a needs assessment of career education?			
11. How many local education agency teacher representatives have assisted teachers develop and implement career education strategies?			
12. How many local education agencies have developed a comprehensive career education plan?			
13. How many counselors have responded in a positive manner to the career education inservice?			
14. How many local education agencies have involved students, parents, community members, teachers and administrators in organizing career development goals for:			
a. building level			
b. grade level			
c. student level			
15. How many local education agency teachers have listed a skill they wish students to accomplish?			
16. How many local education agencies have involved organized citizen groups in a program of community awareness and active participation in local career education projects?			
17. How many local education agency counselors have defined goals for career guidance and have devised a plan to modify their guidance program to incorporate career education goals and objectives?			

	Number	Do Not Know	Not Applicabl
18. How many counselors in each local education agency have received at least four hours of career education inservice?			
19. How many local education agencies have evaluated their first year career education activities?			
20. How many local education agency teachers have identified and demonstrated strategies that expand utilization of community resources in career education instruction and guidance?			
21. How many local education agencies have participated in an evaluation and modification of career education programs?			
22. How many teachers have responded in a positive manner to the career education inservice?			
23. How many local education agencies have designated a local career education leader to work with project personnel?			
24. How many local education agency teachers have incorporated starter lists of objectives?			
25. How many local education agencies have submitted reports on the success of the strategy deemed appropriate to implement a career guidance program?			
26. How many local education agency teachers have been trained to assume teacher-leader roles?			
27. How many local education agency teachers have implemented at least two career education infusion lessons to date?			

	Number	Do Not Know	Not Applicable
28. How many local education agencies have designed, developed and administered a career education personnel competency evaluation instrument?	______	______	__________
29. How many local education agency counselors have identified and demonstrated strategies that expand utilization of community resources in career education instruction and guidance?	______	______	__________
30. How many local education agencies have completed a career education plan?	______	______	__________
31. How many local education agency counselors have incorporated starter lists of objectives?	______	______	__________
32. How many local education agency representatives have participated in the developing and testing of a career development curriculum evaluation instrument?	______	______	__________
33. How many local education agencies have developed student goals and objectives in career development?	______	______	__________
34. How many local education agency counselors within the planning district have developed a written plan to implement a career education guidance program?	______	______	__________
35. How many local education agencies have involved students, parents, community members, teachers and administrators in the development of a career goal setting process?	______	______	__________
36. How many local education agency teacher representatives have designed, developed and piloted a complete set of fifty minute units of career development instruction for each grade level and subject matter area?	______	______	__________

	Number	Do Not Know	Not Applicable
37. How many local district task force teams have developed and prioritized career education goals?			
38. How many local education agency teacher representatives have designed, developed and piloted one grade level or subject matter curriculum option for each grade level and subject matter area?			
39. How many local education agency personnel have participated in a curriculum infusion workshop:			
a. teachers			
b. counselors			
c. administrators			
40. How many local education agency personnel have developed career education goals in mathematics, science, English and social studies at district and teacher level:			
a. teachers			
b. administrators			

APPENDIX C

Interview Schedule

Career Education Planning District______________

Name of Interviewee______________________________

Date____

INTERVIEW SCHEDULE

REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT

1. What are the most important objectives of this project? (Please be as specific as possible.)

2. Are there any other project objectives, perhaps objectives which are less important than the ones you have mentioned?

   YES NO (Please circle.)

   If YES, what are these objectives?

3. Do you feel that the objectives of the project are clearly and specifically defined so that you know what has to be done?

   YES NO (Please circle.)

   If NO,

   a. What changes should be made?

   b. When should these changes be made?

4. Do you feel that a common purpose exists among all personnel involved in the project(i.e., the intermediate school district and participating local education agencies)?

YES NO (Please circle.)

If NO, why doesn't such a common purpose exist?

5. Are the skills of the personnel who are currently attached to the project at the intermediate level being effectively utilized in this project?

YES NO (Please circle.)

If NO, please explain.

6. If the staff at the intermediate level could be expanded, what other individuals or kinds of individuals would you like to see involved in the project? Please be as specific as possible.

7. Do you feel that any of the positions at the intermediate level could be eliminated without affecting the success of the total project?

YES NO (Please circle.)

If YES, please explain.

8. Is there sufficient communication between staff at the intermediate level and personnel in the local education agencies?

YES NO (Please circle.)

If NO, please explain.

Career Education Planning District____________

Name of Interviewee__________________________
(title)

Date____

INTERVIEW SCHEDULE

REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT

. What are the most important objectives of this project? (Please be as specific as possible.)

. Are there any other project objectives, perhaps objectives which are less important than the ones you have mentioned?

YES NO (Please circle.)

If YES, what are these objectives?

. Do you feel that the objectives of the project are clearly and specifically defined so that you know what has to be done?

YES NO (Please circle.)

If NO,

a. What changes should be made?

b. When should these changes be made?

9. In your opinion, has sufficient attention been paid in this project to research and development efforts? Please explain.

10. In your opinion, do you feel that the project should continue?

YES NO (Please circle.)

a. If YES, please explain and specify the number of years involved.

b. If NO, please specify why.

ADDITIONAL COMMENTS (if necessary, use reverse side)

9. In your opinion, has sufficient attention been paid in this project to research and development efforts? Please explain.

10. In your opinion, do you feel that the project should continue?

YES NO (Please circle.)

a. If YES, please explain and specify the number of years involved.

b. If NO, please specify why.

Career Education Planning District__________

Name of Coordinator__________________________

Date____

INTERVIEW SCHEDULE

REGIONAL COORDINATION AND SUPPORT PROGRAM FOR CAREER DEVELOPMENT

1. What are the most important objectives of this project? (Please be as specific as possible.)

2. Are there any other project objectives, perhaps objectives which are less importan than the ones you have mentioned?

YES NO (Please circle.)

If YES, what are these objectives?

3. Do you feel that the objectives of the project are clearly and specifically defined so that you know what has to be done?

YES NO (Please circle.)

If NO,

a. What changes should be made?

b. When should these changes be made?

4. Do you feel that a common purpose exists between all personnel involved in the project(i.e., intermediate school district and local education agency personnel)?

YES NO (Please circle.)

If NO, why doesn't such a common purpose exist?

5. Do you feel that the skills of the personnel who are currently working with you at the intermediate level are being effectively utilized in this project?

YES NO (Please circle.)

If NO, please explain.

6. If the staff at the intermediate level could be expanded, what other individuals or kinds of individuals would you like to see involved in the project? Please be as specific as possible.

7. Do you feel that any of the positions at the intermediate level could be eliminated without affecting the success of the total project?

YES NO (Please circle.)

If YES, please explain.

8. Do you feel that there was sufficient communication between your staff at the intermediate and personnel in the local education agencies?

YES NO (Please circle.)

If NO, please explain.

9. Do you feel that you have been sufficiently supported by the State Department of Education in meeting your objectives?

YES NO (Please circle.)

If NO, please specify why.

10. In your opinion, do you feel that the project should continue to be funded by the State Department of Education?

YES NO (Please circle.)

a. If YES, please explain and specify the number of years involved.

b. If NO, please specify why.

NAME OF INTERVIEWER ______________________

APPENDIX D

Monitoring Forms

with Cross-Reference List

MONITORING FORM

(Cross-reference List)

Question	Objective
5	
5A	4.1315
5B	4.1316
5C	4.1362
5D	4.1382
5E	4.1384
7A	4.1321
7B	4.1323
7C	4.1335
7D	4.1342
7E	4.1356
7F	4.1371
8A	4.1314
8B	4.1381
12A	4.1312
12B	4.1313
12C	4.1324
12D	4.1332
12E	4.1333
12F	4.1341
12G	4.1351
12H	4.1392
12I	4.1393
29A	4.1334
29B	4.1354
29C	4.1355
29D	4.1372
29E	4.1383
29F	4.1394
32A	4.1311
32B	4.1321
32C	4.1331
32D	4.1353
32E	4.1361
32F	4.1391
40A	4.1352
40B	4.1333
40C	4.1341
40D	4.1322

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 5

Date: ______________________________

Person(s) interviewed:

____

____

Administered by: ______________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scale:

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

5 A. At the present time, the following activities have been accomplished regarding th design, development and pilot testing of one alternative instructional strategy (method

1. Participants have selected a specific instructional methodology and have designed tests concerning the delivery of career development curriculums utilizing the selected strategy. 1 2 3 4 D

2. Participants have selected specific instructional methodology and have piloted tests concerning the delivery of career development curriculums utilizing the selected strategy. 1 2 3 4 D

3. Each participant has selected instructional strategies/methodology from a list of projects currently being developed and/or tested in Michigan. 1 2 3 4 D

4. Instructional personnel have tested the utility of at least six alternative delivery systems for career development curriculum. 1 2 3 4 D

5. The CDSSP has supported the in-service activities necessary to facilitate the adaption/adoption development curriculum to alternative instructional strategies. 1 2 3 4 D

6. The CDSSP has coordinated the in-service activities necessary to facilitate the adaption/adoption development curriculum to alternative instructional strategies. 1 2 3 4 D

7. The CDSSP has supported the acquisition of necessary resource materials necessary to facilitate the adaption/adoption development curriculum to alternative instructional strategies. 1 2 3 4 D

8. The CDSSP has coordinated the acquisition of necessary resource materials necessary to facilitate the adaption/adoption development curriculum to alternative instructional strategies. 1 2 3 4 D

9. Criteria for selection of instructional strategies have been developed around their adaptability to the Michigan model for career education. 1 2 3 4 D

A. (continued)

10. Criteria for selection of instructional strategies have been developed around their adaptability to the infusion process. 1 2 3 4 D

11. Written lesson plans and/or performance objectives are available for each grade level. 1 2 3 4 D

5 B. At the present time, the following activities have been accomplished regarding th design, development and pilot testing of one grade level or subject matter curriculum option:

1. Participants have examined, adopted/adapted, or rejected a wide selection of copywrited materials. 1 2 3 4 D

2. Participants have examined, adopted/adapted, or rejected a wide selection of non-copywrited materials. 1 2 3 4 D

3. Participants have developed their own career development curriculum materials. 1 2 3 4 D

4. Participants have attended CDSSP coordinated inservice training in career education curriculum development. 1 2 3 4 D

5. Participants have developed curriculum unit materials that are flexible enough to be adapted by other area local educational agencies. 1 2 3 4 D

6. Participants have developed curriculum unit materials that are flexible enough to be adopted by other area local educational agencies. 1 2 3 4 D

7. Participants through a pilot test of curriculum units have shown that the materials are flexible enough to be adapted by other area local educational agencies. 1 2 3 4 D

8. Participants through a pilot test of curriculum units have shown that the materials are flexible enough to be adopted by other area local educational agencies. 1 2 3 4 D

9. Participants have developed curriculum units so that no extraordinary fiscal procedures are required. 1 2 3 4 D

10. Participants have developed curriculum units so that no extraordinary administrative procedures are required. 1 2 3 4 D

5 B. (continued)

11. Participants have conducted pilot tests of the curriculum units to assure that no extraordinary fiscal procedures are required. 1 2 3 4 D

12. Participants have conducted pilot tests of the curriculum units to assure that no extraordinary administrative procedures are required. 1 2 3 4 D

13. Participants have developed curriculum units that reflect a wide variety of local district needs yet are flexible enough to be adapted/adopted by districts quite different. 1 2 3 4 D

14. Participants have developed curriculum units that reflect a wide variety of local district needs yet are flexible enough to be adapted/adopted by communities quite different. 1 2 3 4 D

15. Participants have developed curriculum units that reflect a wide variety of local community needs yet are flexible enough to be adapted/adopted by districts quite different. 1 2 3 4 D

16. Participants have developed curriculum units that reflect a wide variety of local community needs yet are flexible enough to be adapted/adopted by communities quite different. 1 2 3 4 D

17. Participants through a pilot test of curriculum units have shown that the curriculum units reflect a wide variety of local district needs yet are flexible enough to be adapted/adopted by districts quite different. 1 2 3 4 D

18. Participants through a pilot test of curriculum units have shown that the curriculum units reflect a wide variety of local district needs yet are flexible enough to be adapted/adopted by communities quite different. 1 2 3 4 D

19. Participants through a pilot test of curriculum units have shown that the curriculum units reflect a wide variety of local community needs yet are flexible enough to be adapted/adopted by districts quite different. 1 2 3 4 D

(continued)

20. Participants through a pilot test of curriculum units have shown that the curriculum units reflect a wide variety of local community needs yet are flexible enough to be adapted/adopted by communities quite different. 1 2 3 4 D

21. All curriculum options developed have infusion capabilities utilizing the Michigan model. 1 2 3 4 D

C. At the present time, the following activities have been accomplished regarding the eordering or creation and adoption of a new system (district) of career education priorities:

1. All local educational agencies have identified a career education director.	1 2 3 4 D
2. All local educational agencies have designated supporting staff in the form of career education task forces, steering committees, or planning committees.	1 2 3 4 D
3. All regional personnel have developed an organizational scheme to reach the first-year goal of developing curriculum options for their respective districts.	1 2 3 4 D
4. All regional personnel have developed an organizational scheme to reach the first-year goal of pilot testing curriculum options for their respective districts.	1 2 3 4 D
5. All local personnel have developed an organizational scheme to reach the first-year goal of developing curriculum options for their respective districts.	1 2 3 4 D
6. All local personnel have developed an organizational scheme to reach the first-year goal of pilot testing curriculum options for their respective districts.	1 2 3 4 D
7. To develop curriculum options local educational agency career education personnel (supported by CEPD and CDSSP project) have identified target areas for needs assessment activities.	1 2 3 4 D
8. All regional personnel have developed strategies for gaining community support in a needs assessment program.	1 2 3 4 D
9. All regional personnel have developed strategies for involving the community in a needs assessment program.	1 2 3 4 D

5 C. (continued)

10. All needs personnel have developed strategies for gaining community support in a needs assessment program. 1 2 3 4 D

____

11. All local personnel have developed strategies for involving the community in a needs assessment program. 1 2 3 4 D

____

12. The CDSSP has coordinated the development of procedures for conducting needs assessment. 1 2 3 4 D

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13. The CDSSP has coordinated the development of instruments for conducting needs assessment. 1 2 3 4 D

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14. The CDSSP has coordinated the program timing for conducting needs assessment. 1 2 3 4 D

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15. The CDSSP has coordinated the completion sequencing for conducting needs assessment. 1 2 3 4 D

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16. The CDSSP has coordinated the communication strategies for conducting needs assessment. 1 2 3 4 D

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17. Prioritized lists of goals and objectives are available. 1 2 3 4 D

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5 D. At the present time, the following activities have been accomplished regarding t developing and testing of a career development curriculum evaluation instrument:

1. Local educational agency participants have developed an evaluation instrument utilizing the MDE Reference Guide. 1 2 3 4 D

2. Local educational agency participants have developed an evaluation instrument utilizing career development goals. 1 2 3 4 D

3. Local educational agency participants have developed an evaluation instrument utilizing performance indicators. 1 2 3 4 D

4. Local educational agency participants have developed an evaluation instrument utilizing the VSDE Handbook for the evaluation of career education. 1 2 3 4 D

5. The MDE Reference Guide has been interfaced to arrive at a practical approach to the evaluation of career education in Michigan. 1 2 3 4 D

6. The MDE Reference Guide has been interfaced to arrive at a meaningful approach to the evaluation of career education in Michigan. 1 2 3 4 D

7. The VSDE Handbook materials have been interfaced to arrive at a practical approach to the evaluation of career education in Michigan. 1 2 3 4 D

8. The VSDE Handbook materials have been interfaced to arrive at a meaningful approach to the evaluation of career education in Michigan. 1 2 3 4 D

9. Participants have completed a pilot test on at least three possible evaluation instruments in at least three local educational agencies. 1 2 3 4 D

10. Procedures for determining the validity of instruments have been developed utilizing the University of Michigan Institute of Social Research services. 1 2 3 4 D

5 E. At the present time, the following activities have been accomplished regarding the designing, developing and administering of a career education personnel competency evaluation instrument:

1. Evaluation instruments have been developed from the competencies identified in the Career Education Personnel Model developed by the University of Michigan. 1 2 3 4 D
2. The Institute of Social Research has assisted in the development of all materials. 1 2 3 4 D
3. The Institute of Social Research has assisted in the validation of all materials. 1 2 3 4 D
4. The CDSSP has coordinated the development of all pilot instruments developed. 1 2 3 4 D
5. The CDSSP has coordinated the administration of all pilot instruments developed. 1 2 3 4 D
6. The CDSSP has completed the in-service of local educational agency personnel in the rationale for evaluation instruments. 1 2 3 4 D
7. The CDSSP has completed the in-service of local educational agency personnel in the use of evaluation instruments. 1 2 3 4 D
8. Local career education personnel have conducted all evaluations. 1 2 3 4 D
9. Local career education personnel have participated in data compilations. 1 2 3 4 D
10. Local career education personnel have participated in the interpretating of the data. 1 2 3 4 D

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 7

Date: ______________________________

Person(s) interviewed:

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Administered by: ____________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scale:

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

7 A. At the present time, the following activities have been accomplished regarding t design of career development activities to infuse career development concepts into the existing guidance program:

1. The counselors in each local educational agency have defined the current role of counselors in the traditional educational program. 1 2 3 4 D

2. The counselors in each local educational agency have defined new roles for counselors in the career guidance program. 1 2 3 4 D

3. The counselors in each local educational agency have adopted a set of career development goals. 1 2 3 4 D

4. The counselors in each local educational agency have adopted a set of career development objectives. 1 2 3 4 D

5. The counselors in each local educational agency have worked with teachers at each level (K-12) to plan strategies to modify the guidance program to incorporate career development goals and objectives. 1 2 3 4 D

6. The counselors in each local educational agency have implemented strategies. 1 2 3 4 D

7. Classroom teachers have planned and implemented values clarification and decision-making activities. 1 2 3 4 D

[+m]

7 B. At the present time, the following activities have been accomplished regarding the development of a plan to implement career guidance into guidance programs at both the junior and senior high school levels:

1. A series of four workshops have been held at the intermediate school districts. 1 2 3 4 D

2. Outside consultants have provided special help. 1 2 3 [✓ 4] D

3. A written plan is available. 1 2 3 4 D

7 C. At the present time, the following activities have been accomplished regarding th in-service of local contact personnel to increase the skills needed to function as chan agents:

1. Commitments have been received from local educational agencies to appoint career education leaders. 1 2 3 4 D

2. Approval for release time has been received. 1 2 3 4 D

3. In-service sessions for all local educational agency career education leaders utilizing project have been conducted. 1 2 3 4 D

4. In-service sessions for all local educational agency career education leaders utilizing consortiums have been conducted. 1 2 3 4 D

5. Close contact has been maintained with career education leaders to insure successful project outcomes. 1 2 3 4 D

6. Local career education leaders have been designated by the local educational agencies to work with project personnel.

7 D. At the present time, the following activities have been accomplished regarding th involvement of organized citizen groups in a program of community awareness and active participation in local career education projects:

1. School board teaching staffs have been involved in the development of a needs assessment program. 1 2 3 4 D
2. Parent-Teacher Organizations have been involved in the development of a needs assessment program. 1 2 3 4 D
3. The needs assessment program has involved the Parent-Teacher Organization as the main needs assessment contact group in the community. 1 2 3 4 D
4. Individual Parent-Teacher Organization members have contacted other service clubs in the area in gathering needs data. 1 2 3 4 D
5. A needs assessment instrument has been completed. 1 2 3 4 D
6. Data required for a needs assessment have been gathered. 1 2 3 4 D

7 E. At the present time, the following activities have been accomplished by teachers and administrators regarding the developing of career education goals:

1. During release time, teachers have worked in conjunction with project staff to develop district grade-level goals. 1 2 3 4 D
2. During release time, teachers have worked in conjunction with project staff to develop individual goals. 1 2 3 4 D
3. During release time, teachers have worked in conjunction with university consortium consultants to develop district grade-level goals. 1 2 3 4 D
4. During release time, teachers have worked in conjunction with university consortium consultants to develop individual goals. 1 2 3 4 D
5. During release time, administrators have worked in conjunction with project staff to develop district grade-level goals. 1 2 3 4 D
6. During release time, administrators have worked in conjunction with project staff to develop individual goals. 1 2 3 4 D
7. During release time, administrators have worked in conjunction with university consortium consultants to develop district grade-level goals. 1 2 3 4 D
8. During release time, administrators have worked in conjunction with university consortium consultants to develop individual goals. 1 2 3 4 D
9. Career education goals have been developed for Math. at the district level. 1 2 3 4 D
10. Career education goals have been developed for Math. at the teacher level. 1 2 3 4 D
11. Career education goals have been developed for Science at the district level. 1 2 3 4 D

7 E. (continued)

12. Career education goals have been developed for Science at the teacher level. 1 2 3 4 D

13. Career education goals have been developed for English at the district level. 1 2 3 4 D

14. Career education goals have been developed for English at the teacher level. 1 2 3 4 D

15. Career education goals have been developed for Social Studies at the district level. 1 2 3 4 D

16. Career education goals have been developed for Social Studies at the teacher level. 1 2 3 4 D

17. Persons at the local educational agency level have been identified for writing local educational agency plans.[+m] 1 2 3 4 D

18. Local educational agency plans have been written. [+m] 1 2 3 4 D

19. Local educational agency plans have been adopted by local boards.[+m] 1 2 3 4 D

20. Career education planning committees have been established in 5 schools. (If some schools have and some schools have not, please explain.) [+m] 1 2 3 4 D

7 F. At the present time, the following activities have been accomplished regarding th developing of an occupational information system to provide information concerning job characteristics and availability:

1. Agencies possessing viable methods for disseminating occupational information have been contacted. 1 2 3 4 D

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2. Agencies possessing viable techniques for disseminating occupational information have been contacted. 1 2 3 4 D

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3. Individuals possessing viable methods for disseminating occupational information have been contacted. 1 2 3 4 D

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4. Individuals possessing viable techniques for disseminating occupational information have been contacted. 1 2 3 4 D

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5. A system has been developed that will function in a rural setting. 1 2 3 4 D

____

6. Area students have been acquainted with the availability of the system. 1 2 3 4 D

____

7. A system has been utilized that will function in a rural setting.

____

7 G. In 5 schools, 200 students (seniors) will be interviewed by counselors for the purpose of assessing program changes needed as based on student data source-- community college and secondary program change recommendations will be made. [+m]

1. Conducted interviews with 200 students. 1 2 3 4 D

2. Prepared interview form. 1 2 3 4 D

3. Tabulate and analyze data on an individual and school basis (and total). 1 2 3 4 D

4. Program recommendations written. 1 2 3 4 D

5. Program recommendations received. 1 2 3 4 D

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 8

Date: ______________________________

Person(s) interviewed:

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Administered by: ____________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scale:

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 8

Date: ____________________

Person(s) interviewed:

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Administered by: ____________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scale:

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

8 A. At the present time, the following activities have been accomplished regarding th listing of a skill teachers in participating local educational agencies wish students t accomplish as result of class participation:

1. Release time has been obtained for teachers to be trained in the development of curriculum. 1 2 3 4 D

2. Release time has been obtained for teachers to be trained in the development of the meshing in of career education objectives. 1 2 3 4 D

3. Time has been provided for teachers to have work sessions to deal with consultants on an individual basis or small group basis. 1 2 3 4 D

4. A pretest concerning knowledge of career education has been administered. 1 2 3 4 D

5. A post-test concerning knowledge of career education has been administered. 1 2 3 4 D

6. A quality evaluation of material developed and carried out. 1 2 3 4 D

7. A quality evaluation has been conducted concerning the quality of materials tested in the classroom. 1 2 3 4 D

8 B. At the present time, the following activities have been accomplished regarding th participation of local educational agencies in the evaluation and the modification of career education programs.

1. Evaluation instruments have been developed to assess the success of the program at the Staff project level. 1 2 3 4 D

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2. Evaluation instruments have been developed to assess the success of the program at the District level. 1 2 3 4 D

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3. Evaluation instruments have been developed to assess the success of the program at the Student response level. 1 2 3 4 D

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4. Data for the Staff project level have been collected. 1 2 3 4 D

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5. Data for the District level have been collected. 1 2 3 4 D

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6. Data for the Student response level have been collected. 1 2 3 4 D

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7. Data at the Staff project level have been evaluated. 1 2 3 4 D

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8. Data at the District level have been evaluated. 1 2 3 4 D

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9. Data at the Student response level have been evaluated. 1 2 3 4 D

____

8 C At the present time, the following activities have been accomplished regarding th development of a plan to implement career guidance into guidance programs at both the junior and senior high school levels:

1. A series of four workshops have been held at the intermediate school districts. 1 2 3 4 D

2. Outside consultants have provided special help. 1 2 3 4 D

3. A written plan is available. 1 2 3 4 D

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 12

Date: ______________________

Person(s) interviewed:

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Administered by: ______________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scale

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

12 A. At the present time, the following activities have been accomplished regarding t incorporation of starter lists of career development and career preparation performance objectives:

1. A training plan has been developed for assisting steering committees to establish "starter lists" of objectives. 1 2 3 4 D

2. "Starter lists" of objectives have been incorporated into written curriculums. 1 2 3 4 D

3. Sample sets of performance objectives have been identified for steering committees. 1 2 3 4 D

4. Assistance has been given to steering committees enabling them to review the "Calhoun Area" Curriculum Development Process Model. 1 2 3 4 D

5. Steering committees have been trained to adopt the application of the model with existing local district models. 1 2 3 4 D

6. Assistance has been given to steering committees to implement the model with selected local educational agency staffs. 1 2 3 4 D

7. The steering committee's efforts in the local educational agencies have been monitored. 1 2 3 4 D

8. Copies of the final curriculum reports developed have been monitored. 1 2 3 4 D

9. The effectiveness of the training program has been determined. 1 2 3 4 D

10. A report detailing the changes for the 1976-77 training program has been compiled. 1 2 3 4 D

11. A post-survey of teachers and counselors has been conducted. 1 2 3 4 D

12.B. At the present time, the following activities have been accomplished regarding t implementation of career education infusion lessons in classrooms:

1. A training plan has been developed for assisting steering committees to reinforce teachers in career education implementation efforts. 1 2 3 4 D

2. A training plan has been developed for assisting steering committees and assist teachers in career education implementation efforts. 1 2 3 4 D

3. Assistance has been given to steering committees so that they were able to identify strategies they would use to assist teachers in their implementation efforts. 1 2 3 4 D

4. Periodic meetings have been held with local educational agency steering committee representatives to assess efforts of teachers completing Infusion Process Workshops. 1 2 3 4 D

5. Local educational agency reports on evaluation of teacher efforts regarding implementation of career education have been received. 1 2 3 4 D

6. The results of the program have been assessed. 1 2 3 4 D

7. A report suggesting changes for the 1976-77 program has been completed. 1 2 3 4 D

8. A post-evaluation of local educational agency teachers has been conducted. 1 2 3 4 D

12 C. At the present time, the following activites have been accomplished regarding th implementation of a career education project:

1. A training plan has been developed for assisting steering committees to reinforce counselors in career education implementation efforts. 1 2 3 4 D

2. A training plan has been developed for assisting steering committees to assist counselors in career education implementatien efforts. 1 2 3 4 D

3. Assistance has been given to steering committees so that they were able to identify strategies they would use to assist counselors in their implementation efforts. 1 2 3 4 D

4. Periodic meetings have been held with local educational agency steering committee representatives to assess efforts of counselors completing Infusion Process Workshops. 1 2 3 4 D

5. Local educational agency reports on evaluation of counselor efforts regarding implementation of career education have been received. 1 2 3 4 D

6. The results of the program have been assessed. 1 2 3 4 D

7. A report suggesting changes for the 1976-77 program has been completed. 1 2 3 4 D

8. A post-evaluation of local educational agency counselors has been conducted. 1 2 3 4 D

12 D. At the present time, the following activities have been accomplished regarding i assistance provided by local educational agency teacher-leaders to local educational ag teachers learning how to develop and implement career education strategies:

1. A plan for assisting steering committees to utilize teacher-leaders in local educational agency career education implementation plans has been developed. 1 2 3 4 D
2. Steering committees have been trained to identify ways teacher-leaders can be used in local educational agency developed plans. 1 2 3 4 D
3. Teacher-leaders have been included as resource people in "infusion process" workshops conducted for teachers. 1 2 3 4 D
4. Teacher-leaders have been included as workshop assistants in "infusion process" workshops conducted for teachers. 1 2 3 4 D
5. Periodic meetings have been held with steering committee representatives to assess progress of teacher-leaders in fulfilling their responsibilities in the local education agency career education implementation plan. 1 2 3 4 D
6. A survey of teacher-leaders assisting local educational agency teachers has been conducted. 1 2 3 4 D

12 E. At the present time, the following activities have been accomplished regarding training of local educational agency teachers to assume teacher-leader roles:

1. A training plan has been developed for training teacher-leaders. 1 2 3 4 D

____

2. Criteria have been established for the selection of participants. 1 2 3 4 D

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3. The local educational agency teachers participating in the program have been identified. 1 2 3 4 D

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4. Resource people needed to assist in the program implementation have been identified. 1 2 3 4 D

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5. The program has been implemented. 1 2 3 4 D

____

6. The effectiveness of the program in achieving its objectives has been determined. 1 2 3 4 D

____

7. A report detailing the changes for the 1976-77 program has been completed. 1 2 3 4 D

____

8. A post-workshop assessment survey has been conducted. 1 2 3 4 D

____

12 F. At the present time, the following activities have been accomplished regarding identification and demonstration of strategies that expand utilization of community resources in career education instruction and guidance:

1. Several strategies have been identified to utilize community resources. 1 2 3 4 D
2. Strategies have been incorporated in teacher and guidance workshop plans. 1 2 3 4 D
3. The efforts of teachers in program implementation have been monitored. 1 2 3 4 D
4. The efforts of counselors in program implementation have been monitored. 1 2 3 4 D
5. The effectiveness of the program has been determined. 1 2 3 4 D
6. A report detailing the changes for 1976-77 has been compiled. 1 2 3 4 D
7. A post-evaluation has been given to teachers. 1 2 3 4 D
8. A post-evaluation has been given to counselors. 1 2 3 4 D

12 G. At the present time, the following activities have been accomplished regarding t local educational agency boards of education adoption of local educational agency learr career education goals:

1. A training plan has been developed to assist steering committees to develop a set of local educational agency learner career education goals. 1 2 3 4 D

   ____

2. Alternative goal-setting processes have been identified for the steering committees. 1 2 3 4 D

   ____

3. The steering committees have been trained in the use of processes they should consider when implementing processes selected. 1 2 3 4 D

   ____

4. The steering committees have been trained in the use of strategies they should consider when implementing processes selected. 1 2 3 4 D

   ____

5. Steering committees have been assisted with the implementation of the processes selected. 1 2 3 4 D

   ____

6. The steering committees' efforts in the local educational agencies have been monitored. 1 2 3 4 D

   ____

7. Written sets of the local educational agency learner goals adopted by the board of education have been received. 1 2 3 4 D

   ____

12 H. At the present time, the following activities have been accomplished regarding completion of a local career education plan:

1. A local educational agency administration inservice program has been developed to inform the administration of desirable components to include in local educational agency plans. 1 2 3 4 D

2. A local educational agency administration inservice program has been developed that includes strategies to use in developing and in implementing plans. 1 2 3 4 D

3. A local educational agency administration inservice program has been developed that includes processes to use in developing and in implementing plans. 1 2 3 4 D

4. A local educational agency administration inservice program has been developed that identifies resources available to assist local educational agency efforts. 1 2 3 4 D

5. Administrators to participate in the program have been identified. 1 2 3 4 D

6. Resource people needed to implement the program have been identified. 1 2 3 4 D

7. The program has been implemented. 1 2 3 4 D

8. The program's effectiveness has been determined. 1 2 3 4 D

9. A report detailing changes for the 1976-77 year has been completed. 1 2 3 4 D

10. A list of local educational agency plans has been submitted to the Region XII steering committee. 1 2 3 4 D

12 I. At the present time, the following activities have been accomplished regarding t initial implementation of a career education plan:

1. Commitments have been secured from boards of education whose districts are to participate. 1 2 3 4 D

2. The participants to be included in the training program for steering committees have been identified. 1 2 3 4 D

3. Training plans have been developed to assist steering committees in organizing a structure to develop local educational agency plans. 1 2 3 4 D

4. Training plans have been developed to assist steering committees in organizing a structure to implement local educational agency plans. 1 2 3 4 D

5. Training plans have been developed to assist steering committees in organizing a structure to evaluate local educational agency plans. 1 2 3 4 D

6. Training plans have been developed to assist steering committees in identifying activities appropriate for completing components of the local educational agency plan. 1 2 3 4 D

7. Training plans have been developed to assist steering committees to identify, select, and utilize assessment and evaluation techniques appropriate for the plan. 1 2 3 4 D

8. Training plans have been developed to assist steering committees in selecting activities appropriate for completing components of the local educational agency plan. 1 2 3 4 D

9. Training plans have been developed to assist steering committees in utilizing activities appropriate for completing components of the local educational plan. 1 2 3 4 D

10. The training plan has been implemented with participating committees. 1 2 3 4 D

12 I. (continued)

11.	The effectiveness of the training plan in assisting committees to achieve their local educational agency career education plan has been determined.	1 2 3 4 D
12.	A report detailing the changes necessary to strengthen the steering committee's training plan for 1976-77 has been completed.	1 2 3 4 D
13.	A list of local district goals is available.	1 2 3 4 D
14.	Starter sets of career development objectives are available.	1 2 3 4 D
15.	Starter sets of career preparation objectives are available.	1 2 3 4 D

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 29

Date: ______________________________

Person(s) interviewed:

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____

Administered by: ____________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scalc

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

29 A. At the present time, the following activities have been accomplished regarding participation of local district personnel in a curriculum infusion workshop:

1. The program has been designed. 1 2 3 4 D
2. The resources needed have been identified. 1 2 3 4 D
3. Participants have been identified. 1 2 3 4 D
4. In-service for awareness has been conducted. 1 2 3 4 D
5. Curriculum-writing has been completed. 1 2 3 4 D
6. An evaluation has been conducted. 1 2 3 4 D

29 B. At the present time, the following activities have been accomplished regarding conducting of a needs assessment for career education:

1. Local educational agencies have decided what is to be surveyed. 1 2 3 4 D
2. Local educational agencies have decided who is to be surveyed. 1 2 3 4 D
3. Local educational agencies have decided how the survey will be conducted. 1 2 3 4 D
4. Local educational agencies have decided how well results portray the facts. 1 2 3 4 D

29 C. At the present time, the following activities have been accomplished regarding developing and prioritizing of career education goals:

1. Needs assessment results have been collected. 1 2 3 4 D
2. State goals have been assembled. 1 2 3 4 D
3. Area goals have been assembled. 1 2 3 4 D
4. Local goals have been assembled. 1 2 3 4 D
5. Career education goals have been developed. 1 2 3 4 D
6. Goals have been prioritized. 1 2 3 4 D

29 D. At the present time, the following activities have been accomplished by the loc educational agency teams regarding the implementation of an Occupational Information System and Community Resource Bank:

1. Incentive monies have been offered to local educational agencies for participation in the OIS system. 1 2 3 4 D
2. The CRB Study has been completed. 1 2 3 4 D
3. The CRB Information has been compiled into a catalogue. 1 2 3 4 D
4. All local educational agencies have been given a CRB Catalogue. 1 2 3 4 D

29 E. At the present time, the following activities have been accomplished regarding evaluation of first-year career education activities:

1.	A local assessment of staff has been conducted.	1	2	3	4	D
2.	A local assessment of student involvement has been conducted.	1	2	3	4	D
3.	Data has been compared to the original plan.	1	2	3	4	D
4.	The original plan has been, if necessary, modified.	1	2	3	4	D

29 F. At the present time, the following activities have been accomplsihed regarding developing of a comprehensive career education plan:

1. Local educational agency Task Force Teams have received in-service training. 1 2 3 4 D
2. Local educational agencies have developed a local plan. 1 2 3 4 D
3. Local Boards have approved the plan. 1 2 3 4 D
4. The Area Council has approved the plan. 1 2 3 4 D

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 32

Date: ______________________________

Person(s) interviewed:

____

____

Administered by: ____________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scale:

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

32 A. At the present time, the following activities have been accomplished regarding t infusion of adopted career development goals and objectives into existing curriculum:

1. Each teacher has adopted a set of career development goals. 1 2 3 4 D

2. Each teacher has adopted a set of career development objectives. 1 2 3 4 D

3. Each teacher has planned a strategy to infuse career education into existing curriculum. 1 2 3 4 D

4. Each teacher has implemented a strategy with all students. 1 2 3 4 D

5. Each teacher has designed a program of evaluation. 1 2 3 4 D

6. Each teacher has designed a feedback system. 1 2 3 4 D

7. Each teacher has designed a program of maintenance. 1 2 3 4 D

8. Methods have been locally generated. 1 2 3 4 D

9. Methods have been locally implemented. 1 2 3 4 D

10. Materials have been locally generated. 1 2 3 4 D

11. Materials have been locally implemented. 1 2 3 4 D

12. Incentives have been locally generated. 1 2 3 4 D

13. Incentives have been locally implemented. 1 2 3 4 D

14. The plan provides low cost with maximum participation. 1 2 3 4 D

15. The plan requires no added units or courses. 1 2 3 4 D

32 A. (continued)

16.	The plans can be used as a model for other local educational agencies.	1 2 3 4 D
17.	Teachers have designed infusion units.	1 2 3 4 D

32 B. At the present time, the following activities have been accomplished regarding t designing of career development activities to infuse career development concepts into t existing guidance program:

1. The counselors in each local educational agency have defined the current role of the counselor in traditional educational programs. 1 2 3 4 D

2. The counselors in each local educational agency have defined a new role for counselors in a career guidance program. 1 2 3 4 D

3. The counselors in each local educational agency have adopted a set of career development goals. 1 2 3 4 D

4. The counselors in each local educational agency have adopted a set of career development objectives. 1 2 3 4 D

5. The counselors in each local educational agency have worked with teachers on each level (K-12) to plan strategies to modify the guidance program to incorporate career development goals. 1 2 3 4 D

6. The counselors in each local educational agency have worked with teachers on each level (K-12) to plan strategies to modify the guidance program to incorporate career development objectives. 1 2 3 4 D

7. The counselors in each local educational agency have implemented strategies. 1 2 3 4 D

8. The counselors have defined goals for career guidance. 1 2 3 4 D

9. The counselors have modified guidance programs to incorporate career development goals. 1 2 3 4 D

32 C. At the present time, the following activities have been accomplished regarding t organizing and receiving of in-service based on local needs, resources, and goals:

1. Career education planning districts have been divided into four regions. 1 2 3 4 D

2. Each region has been assigned a career development coordinator. 1 2 3 4 D

3. Two coordinators have been hired through Grant Funds. 1 2 3 4 D

4. Two coordinators have been hired through K.I.S.D. 1 2 3 4 D

5. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the infusion strategies to be used. 1 2 3 4 D

6. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the responsibility for planning of the in-service program. 1 2 3 4 D

7. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the responsibility for the implementation of the in-service program. 1 2 3 4 D

8. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the responsibility for evaluation of the in-service program. 1 2 3 4 D

9. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the cooperation with other curriculum development. 1 2 3 4 D

32 C. (continued)

10. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering when the in-services will occur. 1 2 3 4 D

11. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering who will be in-serviced. 1 2 3 4 D

12. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering who will be pre-serviced. 1 2 3 4 D

13. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the implementing of pre-service. 1 2 3 4 D

14. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the implementing of in-service. 1 2 3 4 D

15. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the evaluation of pre-service. 1 2 3 4 D

16. In the role of consultant, each coordinator has assisted each local educational agency to design a career education in-service program considering the evaluation of in-service. 1 2 3 4 D

17. Career education in-service has been delivered according to local needs. 1 2 3 4 D

18. Career education in-service has been delivered according to local resources. 1 2 3 4 D

19. Career education in-service has been delivered according to local goals. 1 2 3 4 D

32 C. Continued)

20. Career education in-service resulted in the development of locally produced programs. 1 2 3 4

21. Career education in-service resulted in the development of locally produced materials. 1 2 3 4

22. The program has been carried out at a low cost. 1 2 3 4

23. The locally produced programs can be used as models for other local educational agencies. 1 2 3 4

24. The locally produced materials can be used as a model for other local educational agencies. 1 2 3 4

25. All teachers in each of the local educational agencies have received at least four hours of career education in-service. 1 2 3 4

26. All counselors in each of the local educational agencies have received at least four hours of career education in-service. 1 2 3 4

32 D. At the present time, the following activities have been accomplished regarding development of a career development goal setting process based on local needs and resources in each local educational agency:

1. Each local educational agency not having already accomplished a goal setting process has organized for such an effort. 1 2 3 4
2. Each local educational agency has formed a committee and assigned tasks. 1 2 3 4
3. Each local educational agency has produced an instrument, or instruments, for a goal-setting process. 1 2 3 4
4. Each local educational agency has distributed the instrument for a goal-setting process. 1 2 3 4
5. Each local educational agency has tallied the instrument for a goal-setting process. 1 2 3 4
6. Each local educational agency has intrepeted the instrument for a goal-setting process. 1 2 3 4
7. Each local educational agency has reported results based on the instrument for a goal-setting process. 1 2 3 4
8. Priorities of action regarding the goal-setting process have been determined. 1 2 3 4
9. Action has been initiated regarding a goal-setting process. 1 2 3 4
10. A feedback program has been initiated regarding a goal-setting process. 1 2 3 4
11. The goal-setting process has been produced 1 2 3 4
12. The goal-setting process results have been locally produced. 1 2 3 4

32 D. (continued)

13. The goal-setting process action has been locally produced. 1 2 3 4 D

14. A goal-setting program of low cost has been conducted. 1 2 3 4 D

15. Each goal-setting process developed can be used as a model for other local educational agencies. 1 2 3 4 D

16. All local educational agencies have completed the goal-setting process. 1 2 3 4 D

__32 E__. At the present time, the following activities have been ccomplished regarding t organizing of career development goals for local educational agency building, grade le and individual levels:

1. Local educational agencies have formed committees to review career development goals. 1 2 3 4 D

2. Local educational agencies have formed committees to review career development objectives. 1 2 3 4 D

3. Local educational agencies have formed committees to review career development vocational goals. 1 2 3 4 D

4. Local educational agencies have formed committees to review career development vocational objectives. 1 2 3 4 D

5. Local educational agencies have formed committees to review career development academic goals. 1 2 3 4 D

6. Local educational agencies have formed committees to review career development academic objectives. 1 2 3 4 D

7. Subcommittees have been assigned to level/subject areas. 1 2 3 4 D

8. Curriculum guides, including synthesized goals have been produced. 1 2 3 4 D

9. Curriculum guides, including synthesized goals have been recommended to the general committee. 1 2 3 4 D

10. Curriculum guides, including objectives, have been produced. 1 2 3 4 D

11. Curriculum guides, including objectives, have been recommended to the general committee. 1 2 3 4 D

12. The committees formed have made recommendations to the Curriculum Council. 1 2 3 4 D

32 E. (continued)

13. The Curriculum Council has made recommendations to the Board. 1 2 3 4 D

14. A new Curriculum Guide has been produced. 1 2 3 4 D

15. A new Curriculum Guide has been distributed to the staff. 1 2 3 4 D

16. The projected staff has utilized the Guide for infusion projects. 1 2 3 4 D

17. Locally produced career development goals have application for all local educational agencies. 1 2 3 4 D

32 F. At the present time, the following activities have been accomplished regarding t organizing for systematic planning of career education programs to be implemented by in fusing career development into existing curriculum:

1. Each local educational agency has designated a local career education coordinator responsible to the local superintendent. 1 2 3 4 D
2. Each local educational agency has created an 8-10 member planning committee made up of teachers from each level, counselors, administrators, students, board members, etc. 1 2 3 4 D
3. The planning committee has defined its role in encouraging career education planning. 1 2 3 4 D
4. The planning committee has surveyed resources. 1 2 3 4 D
5. The planning committee has determined needs. 1 2 3 4 D
6. The planning committee has mobilized support among educators. 1 2 3 4 D
7. The planning committee has mobilized support among parents. 1 2 3 4 D
8. The planning committee has mobilized support among students. 1 2 3 4 D
9. The planning committee has mobilized support among the community. 1 2 3 4 D
10. The planning committee has assessed current programs. 1 2 3 4 D
11. The planning committee has developed a plan for implementing career education into instructional programs. 1 2 3 4 D

32 F. (continued)

12. The planning committee has developed a plan for implementing career education into guidance programs. 1 2 3 4 D

13. The career education plan consists of identified goals for a district. 1 2 3 4 D

14. The career education plan consists of identified objectives for a district. 1 2 3 4 D

15. The career education plan provides for inservice to develop new skills for teachers. 1 2 3 4 D

16. The career education plan provides for inservice to develop new skills for counselors. 1 2 3 4 D

17. The career education plan identifies responsibilities. 1 2 3 4 D

18. The plan has been implemented. 1 2 3 4 D

19. All local educational agencies have submitted to the career education planning district a comprehensive plan for implementing a career education program K-12. 1 2 3 4 D

20. All local educational agencies have implemented their plan for infusing career development into existing curriculums. 1 2 3 4 D

MONITORING FORM

CAREER EDUCATION PLANNING DISTRICT 40

Date: ______________________________

Person(s) interviewed:

____

____

Administered by: ______________________

DIRECTIONS: 1. Circle the most appropriate alternative employing the following scale:

1 = Yes.
2 = No.
3 = Don't know.
4 = Not applicable.

2. When both 1 and D are circled, provide documentation. If no documentation is available, indicate why in the space provided.

40 A. At the present time, the following activities have been accomplished regarding t development of student goals and objectives in the area of career development accordin the strategy outlined in their interim plan:

1. In-service workshops have been planned. 1 2 3 4 D

2. A plan has been developed for identifying personnel to generate the goals and objectives. 1 2 3 4 D

3. Workshops have been conducted. 1 2 3 4 D

4. A pilot test has been conducted. 1 2 3 4 D

5. A set of the learner outcomes has been forwarded to the Career Education Planning District. 1 2 3 4 D

40 B. At the present time, the following activities have been accomplished regarding organizing and conducting of in-service programs for educators designed to create awar and acceptance to career education:

1. A plan has been developed for identifying educators to be in-serviced. 1 2 3 4 D
2. Resource people have been identified. 1 2 3 4 D
3. Materials necessary have been identified. 1 2 3 4 D
4. In-service has been organized. 1 2 3 4 D
5. In-service has been planned. 1 2 3 4 D
6. Workshops have been conducted. 1 2 3 4 D
7. The effectiveness of the program has been evaluated. 1 2 3 4 D
8. The workshop has been modified as deemed appropriate. 1 2 3 4 D
9. The workshop has been revised as deemed appropriate. 1 2 3 4 D
10. Participants have completed questionnaires. 1 2 3 4 D

40 C. At the present time, the following activities have been accomplished by the loc educational agency teams regarding the implementation of strategies deemed appropriate to get local educational agency personnel to infuse student goals and objectives into curriculum:

1. In-service workshops have been planned on infusion to utilize local educational agency goals and objectives. 1 2 3 4 D

2. Administrators have been involved to gain their cooperation and support. 1 2 3 4 D

3. Staff relations have been initiated. 1 2 3 4 D

4. In-service workshops have been conducted in such a way that feedback is being received regarding implementation. 1 2 3 4 D

40 D. At the present time, the following activities have been accomplished by the loc educational agency teams regarding the implementation of the strategy deemed appropria to get local educational agency personnel to implement a career-guidance program:

1. K-12 guidance communication has been established. 1 2 3 4 D
2. Guidance needs assessment has been completed. 1 2 3 4 D
3. Guidance needs assessment has been evaluated by all counselors. 1 2 3 4 D
4. A model has been developed with evaluation procedures built in. 1 2 3 4 D
5. Administrators have been involved. 1 2 3 4 D
6. Staff relations have been developed through information dissemination. 1 2 3 4 D
7. A public relations program has been established. 1 2 3 4 D
8. A career guidance program has been implemented. 1 2 3 4 D
9. Reports concerning the success of the strategy implemented have been received. 1 2 3 4 D

40 E. At the present time, the following activities have been accomplished regarding the infusion of adopted career development goals and objectives into existing curriculum:

1. Each teacher has adopted a set of career development goals. 1 2 3 4 D

2. Each teacher has adopted a set of career development objectives. 1 2 3 4 D

3. Each teacher has planned a strategy to infuse career education into existing curriculum. 1 2 3 4 D

4. Each teacher has implemented a strategy with all students. 1 2 3 4 D

5. Each teacher has designed a program of evaluation. 1 2 3 4 D

6. Each teacher has designed a feedback system. 1 2 3 4 D

7. Each teacher has designed a program of maintenance. 1 2 3 4 D

8. Methods have been locally generated. 1 2 3 4 D

9. Methods have been locally implemented. 1 2 3 4 D

10. Materials have been locally generated. 1 2 3 4 D

11. Materials have been locally implemented. 1 2 3 4 D

12. Incentives have been locally generated. 1 2 3 4 D

13. Incentives have been locally implemented. 1 2 3 4 D

14. The plan provides low cost with maximum participation. 1 2 3 4 D

15. The plan requires no added units or courses. 1 2 3 4 D

40 E (continued)

16.	The plans can be used as a model for other local educational agencies.	1 2 3 4 D
17.	Teachers have designed infusion units.	1 2 3 4 D

4. Changes and/or Problems

4. CHANGES AND/OR PROBLEMS

12. ANTICIPATED CHANGES AND/OR PROBLEMS

12.1 Extension and expansion of training:

During 1975-76 a basic inservice program was developed and tested out with a significant number of staff. As a result of this developmental stage, we anticipate that we will be able to do a better job inservicing the same participants at a higher skill level and train additional local school staff. More importantly, we feel that because the revised training program will focus more on student outcomes, student gains will be better documented and will be at a higher level in 1976-77 than in 1978.

12.2 Resource Utilization:

During 1975-76 agencies at several different levels and job settings struggled to work out cooperative and effective working relationships and a functional organizational structure. Agencies dealt with include the State Department of Education, six Career Education Planning Districts, approximately 60 local school districts and approximately six universities as well as numerous community organizations.

For 1976-77 we feel we have identified the lay individuals and organizations to implement a truly comprehensive career education program. We can focus on implementation, not organization.

12.3 Validation of Career Education Planning Handbook:

The major product developed under the project during 1975-76 was the Career Education Planning District (CEPD) Manual (see Appendix A). This Manual contains all the ideas about organization and strategies that were developed by the regional centers to effectively plan and implement career education programs. It includes sections on: introduction, program planning, staff development and promotion. A special feature of the document is its set of actual forms and examples developed in project schools.

During 1976-77 we hope to validate and refine many of the valuable practices. Also during 1976-77 we plan an extensive dissemination of the CEPD Manual.

5. Dissemination

5. DISSEMINATION

13. DISSEMINATION ACTIVITIES

13.1 Presentation at Inservices and Conferences

Over 500 participants have attended inservice sessions which have focused on parts or all of the CEPD Manual (see Appendix A).

These sessions have generally explained what the Manual contained and how to use its contents. In some sessions participants actually applied exercises suggested in the Manual.

13.2 Distribution of CEPD Manual

The CEPD Manual was distributed to all 53 Career Education Planning Districts in Michigan at a special two day workshop in June of 1976.

Additionally 250 copies were made available to other educators through the Career Education Resource Materials Center at Michigan State University, East Lansing.

6. Special Activities

Special Activities

14. SPECIAL ACTIVITIES

14.1 Efforts to Reduce Sex Role Stereotyping

The only special activity this project dealt with was sex role stereotyping. In one of our regional centers, a cooperative program was undertaken with the Women's Center at Northern Michigan University, Marquette.

This program dealt primarily with increasing the awareness of approximately 25 counselors in Delta, Schoolcraft and Marquette Counties concerning the forms and effects of sex role stereotyping.

The results of this attempt, as indicated by the following pages, were disappointing. It is apparent that the target audience of counselors, as indicated on the "Attitude Toward Women Scale", is very biased. The fact that additional inservice sessions were planned but not held also indicates a resistance toward change in their attitudes and behavior.

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

WOMEN'S CENTER
FOR CONTINUING EDUCATION

To: Jim Mart

From: Mary Soper
John Peterson

Re: CEPD 4 and 5 Career Guidance Support Services Program sex-role stereotyping component

Date: January 29, 1976

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

WOMEN'S CENTER
FOR CONTINUING EDUCATION

I became involved in the CEPD four and five Career Guidance Support Services Program in an 'after-the-fact' fashion. While in a meeting with Tom Pierson on October 8, 1975 at the Marquette-Alger Intermediate School District (MAISD) office in Marquette, I met John Peterson, Guidance Director at Delta-Schoolcraft Intermediate School District. John and Tom briefly outlined the scope of C.D.S.S.P. They spoke about the sex-role stereotyping component for which John was responsible. I mentioned that I was interested in being involved in facilitating this component. As a result of this initial meeting, John did ask me to help him implement a module that would give the counselors participating in this project, skills in eliminating sex-role stereotyping in instructional materials and student career awareness. This particular module is outlined under point three of the Program Review and Update memo that Carl Arko sent dated October 17, 1975. See index.

I was contacted by John stating that the first in-service meeting at which we would have a place on the agenda would be on October 28, 1975 at the Holiday Inn in Marquette, I was told that we would have one hour to make the initial presentation. I never received formal word regarding this meeting as no agenda was mailed. My only formal contact with this project was and has been through John Peterson.

John and I did have an hour at the October 28th meeting. I was under the impression that this was the first of eight in-service meetings in which we would participate. I therefore choose some materials accordingly. Because of the time and distance involved, John and I did not have a great deal of planning time. However, I did feel that we were prepared to begin to build a base for the rest of this component. We had planned a three part session:

1. Materials on Title IX;
2. an assessment instrument, Attitudes Towards Women;
3. a guided fantasy on the Generic Man, an experience in awareness.

My rationalle for beginning with this guided fantasy as an experiential exercise stems from my basic philosophy. As a counselor and person involved in the 'helping professions', I feel strongly that people must be aware of their attitudes and values before they can be objective in a counseling situation. This is especially true when we begin to deal with the area of sex role stereotyping. Before any movement can be made, people must own up to their own biases and attitudes. Their values are not to be viewed in a moralistic light but rather with the idea that in order to be an effective counselor, it is essential to know from where one is coming. The counselor or teacher can then, hopefully, be more open to hear what the student is saying and asking. It is difficult in a counseling situation to encourage a young women, for example, who has an interest and skill in welding to pursue this as a career when the counselor can only perceive women as being in the home and taken care of by her husband. My feeling is not one of demanding that the counselors change their attitude of where women should be but rather know that the preference in their own personel life is that women belong in the home. When the counselors own their bias and accepts them for themselves, then they can remain open to effective counseling with the student and hopefully not feel the need to impose their own attitudes on the student.

The acceptance by the counselors and administrators who were at this November in-service was very low as indicated by the questionnaire that was returned to Carl Arko. Carl did indicate to me, however, that there was a commitment for him to continue with this component. I was contacted by John Peterson and informed that we would have an hour time-block at the December 2nd in-service meeting.

On November 25th John and I met with Holly Greer, Women's Center Director; Judith Russell, Women's Center Counselor and Dr. Vicki Voegel, Counselor at Northern Michigan University's Counseling Center to plan the December program and to develop strategy for the rest of the in-service meetings.

On December 2nd when I arrived at the Holiday Inn in Marinette, I was informed that the agenda was filled and that there would be no time for the presentation that John and I had planned. Needless to say I was very upset. This was compounded since I never received an explaination or apology from any of the people involved with the planning.

I personally feel very committed to continuing this sex role stereotyping component of the Career Guidance Support Services Program. I recognize that this component is not being readily accepted by the counselors of the area. I feel, however, that in order for career education to be effective, the sex role barrier must be dealt with in an open and honest manner. I recognize that this is threatening and difficult for many people. For this reason, I think John and I are using temperment and honesty and are not pushing others to change their attitudes and values. We are, however, attempting to facilitate an atmosphere where we can explore the effects of perceiving people in roles that have nothing to do with their abilities, interest and talents.

Mary Teresa Soper

DELTA - SCHOOLCRAFT INTERMEDIATE SCHOOL DISTRICT

Gladstone Industrial Park
Box 70 Gladstone, Michigan 49837
(Phone) 906 - 428 - 2347

People Helping
People for the
World of Work

January 26, 1976

Mr. James Mahrt, Director
Career Develpment Support Systems Project
Michigan Department of Education
Vocational-Technical Education Service
P.O. Box 928
Lansing, Michigan 48904

Dear Jim:

The elimination of sex role stereotyping is a long term process involving everyone with a role in education. The attitudes responsible for the continuance of sex role stereotyping must be confronted in education K-12, society, home, etc. The problem, having grown to enormous proportions, must now be the responsibility of all concerned with education.

Career Education is prepared to deal with the problems of sexism in education simply by the definition of Career Education itself. I proprose this in viewing Career Education as the attitude of all involved in education to live a commitment of maximally preparing the individual for a life's role. Sex role stereotyping significantly contributes to the negation of this commitment by channeling individuals into careers traditionally viewed on the basis of the sex of the individual. The sex of the individual is and should be of little importance in the development of a career. The individual must be able to exercise the right to select a life's role regardless of the desire of the counselor, teacher, society, etc. to view the individual first on the basis of sex.

So signficiant is the elimination of sex role stereotyping in education that Career Education will not fulfill its objectives until a reverse is realized. Without this attitude change, Career Education will be yet another trend in education that has not faithfully approached this problem in education today.

In the counselor workshops conducted in CEPD 4 & 5, the purpose was to prepare area counselors in implementing the Process Guide for Career Guidance. I was aware of the need for inservicing counselors regarding sexism in counseling and asked for the time to address this problem at the workshops. In the ten hours that was assigned to the topic of sex role stereotyping in the eight workshop period, I was confident that preliminary attitude change could have resulted. The programs were to be presented by Mary Soper of the Women's Center at Northern Michigan University and myself. With the expertise the both of us have acquired regarding this problem, a successful delivery system was in the planning.

The counselors involved in the first and second workshops were not in agreement with our attitudes regarding sexism in education and could not justify the time being spent on the topic. This reaction can be expected of any population unaware of the problem itself. It was disappointing to find that the counselor reactions were coddled at the cost of discontinuing the programs Mary and I had developed. To present the problem of sexism in education to counselors and educators with sexist views is sure to create defensive reactions. It is at this point that the purposes of the program would have been obvious.

I urge that a program in eliminating sex role stereotypes be a significant part of the Career Education/Career Guidance delivery system. The Soper-Peterson Team enthusiastically offers their support and welcomes the opportunity of spending time with you developing the program.

Jim, please call on us at any time. Have a good day.

Sincerely yours,

John Peterson

John W. Peterson, Consultant
Career Guidance

ATTITUDES TOWARD WOMEN SCALE

NUMBER: ____________________

The statements listed below describe attitudes toward the role of the woman in society which different people have. There are no right or wrong answers, only opinions. Please circle your choice according to whether you (A) Agree strongly, (B) Agree mildly, (C) Disagree mildly, or (D) Disagree strongly, with each statement.

This scale is for RESEARCH ONLY. It will NOT be part of your record here.

EXAMPLE:
A. Agree strongly = (This is always true)
B. Agree mildly = (Once in a while this is true)
C. Disagree mildly = (Once in a while this is false)
D. Disagree strongly = (This is never true)

****

1. Women have an obligation to be faithful to their husbands.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

◯ = RESPONSE WITH GREATEST FREQUENCY

2. Swearing and abscenity is more repulsive in the speech of a woman than a man.

A. Agree strongly
[✓ B. Agree mildly]
C. Disagree mildly
D. Disagree strongly

3. The satisfaction of her husband's sexual desires is a fundamental obligation of every wife.

A. Agree strongly
[✓ B. Agree mildly]
C. Disagree mildly
D. Disagree strongly

4. Divorced men should help support their children but should not be required to pay alimony if their wives are capable of working.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree Mildly
D. Disagree strongly

5. Under ordinary circumstances, men should be expected to pay all the expenses while they're out on a date.

   A. Agree strongly
   B. Agree mildly
   C. Disagree Mildly
   [✓ D. Disagree strongly]

6. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

   [✓ A. Agree strongly]
   B. Agree mildly
   C. Disagree mildly
   D. Disagree strongly

7. It is alright for wives to have an occasional, casual, extramarital affair.

   [✓ A. Agree strongly]
   B. Agree mildly
   C. Disagree mildly
   D. Disagree strongly

8. Special attentions like standing up for a woman who comes into a roon or giving her a seat on a crowded bus are outmoded and should be discontinued.

   [✓ A. Agree strongly]
   B. Agree mildly
   C. Disagree mildly
   D. Disagree strongly

9. Vocational and professional schools should admit the best qualified students, independent of sex.

   [✓ A. Agree strongly]
   B. Agree mildly
   C. Disagree mildly
   D. Disagree strongly

10. Both husband and wife should be allowed the same grounds for divorce.

   [✓ A. Agree strongly]
   B. Agree mildly
   C. Disagree mildly
   D. Disagree strongly

11. Telling dirty jokes should be mostly a masculine prerogative.

   A. Agree strongly
   [✓ B. Agree mildly]
   C. Disagree mildly
   D. Disagree strongly

12. Husbands and wives should be equal partners in planning the family budget.

A. Agree strongly
[✓ B. Agree mildly]
C. Disagree mildly
D. Disagree strongly

13. Man should continue to show courtesies to woman such as holding open the door or helping them on with their coats.

A. Agree strongly
B. Agree mildly
[✓ C. Disagree mildly]
D. Disagree strongly

14. Some women should claim alimony not as persons incapable of self-support, but only when there are children to provide for or when the burden of starting life anew after the divorce is obviously heavier for the wife.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

15. Intoxication among women is worse than intoxication among men.

A. Agree strongly
[✓ B. Agree mildly]
C. Disagree mildly
D. Disagree strongly

16. The initiative in dating should come from the man.

A. Agree strongly
[✓ B. Agree mildly]
C. Disagree strongly
D. Disagree mildly

17. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing the dishes and doing the laundry.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

18. It is insulting to women to have the "obey" caluse remain in the marriage service.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

19. There should be a strict marit system in job appointment and promotion without regard to sex.

    [✓ A. Agree strongly]
    B. Agree mildly
    C. Disagree mildly
    D. Disagree strongly

20. A woman should be as free as a man to propose marriage.

    [✓ A. Agree strongly]
    B. Agree mildly
    C. Disagree mildly
    D. Disagree strongly

21. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.

    [✓ A. Agree strongly]
    B. Agree mildly
    C. Disagree mildly
    D. Disagree strongly

22. Women should worry less about their rights and more about becoming good wives and mothers.

    A. Agree strongly
    B. Agree mildly
    C. Disagree mildly
    [✓ D. Disagree strongly]

23. Women earning as much as their dates should bear equally the expense when they go out together.

    [✓ A. Agree strongly]
    B. Agree mildly
    C. Disagree mildly
    D. Disagree strongly

24. Women should assume their rightful place in business and all the professions along with men.

    [✓ A. Agree strongly]
    B. Agree mildly
    C. Disagree mildly
    D. Disagree strongly

25. A woman should not expect to go exactly the same places or to have quite the same freedom of action as a man.

    A. Agree strongly
    B. Agree mildly
    C. Disagree mildly
    [✓ D. Disagree strongly]

26. Sons in a family should be given more encouragement to go to college than daughters.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

27. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

28. It is childish for a woman to assert herself by retaining her maiden name after marriage.

A. Agree strongly
B. Agree mildly
[✓ C. Disagree mildly]
D. Disagree strongly

29. Society should regard services rendered by the women workers as valuable as those of men.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

30. It is only fair that male workers should receive more pay than women even for identical work.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

31. In general, the father should have greater authority than the mother in the bringing up of children.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

32. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

33. Women should demand money for household and personal expenses as a right rather than a gift.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

34. The husband should not be favored by law over the wife in the disposal of family property and income.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

35. Wifely submission is an outworn virtue.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

36. There are some professions and types of businesses that are more suitable for men than women.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

37. Women should be concerned with their duties of childbearing and housetending, rather than their desires for professional and business careers.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

38. The intellectual leadership of a community should be largely in the hands of men.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

40. There should be no greater barrier to an unmarried woman having sex with a casual acquaintance than having dinner with him.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

41. Economic and social freedom is worth more to woman than acceptance of the ideal of femininity which has been set by men.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

42. Women should take the passive role in courship.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

43. On the average, women should be regarded as less capable of contribution to economic production than are men.

A. Agree strongly
B. Agree mildly
C. Disagree strongly
[✓ D. Disagree mildly]

44. The intellectual equality of woman with man is perfectly obvious.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

45. Woman should have full control of their persons and give or withhold sex intimacy as they choose.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

46. The husband has, ingeneral, no obligation to inform his wife of his financial plans.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

47. There are many jobs in which men should be given preference over women in being hired or promoted.

- A. Agree strongly
- B. Agree mildly
- C. Disagree mildly
- [✓ D. Disagree strongly]

48. Women with children should not work outside the home if they don't have to financially.

- A. Agree strongly
- B. Agree mildly
- C. Disagree mildly
- [✓ D. Disagree strongly]

49. Women should be given equal opportunity with men for apprenticeship in the various trades.

- [✓ A. Agree strongly]
- B. Agree mildly
- C. Disagree mildly
- D. Disagree strongly

50. The relative amounts of time and energy to be devoted to household duties on the one hand and to a career on the other should be determined by personal desires and interests rather than by sex.

- [✓ A. Agree strongly]
- B. Agree mildly
- C. Disagree mildly
- D. Disagree strongly

51. As head of the household, the husband should have more responsibility for the family's financial plans than his wife.

- A. Agree strongly
- B. Agree mildly
- C. Disagree mildly
- [✓ D. Disagree strongly]

52. If both husband and wife agree that sexual fidelity isn't important, there's no reason why both shouldn't have extramarital affairs if they want to.

- [✓ A. Agree strongly]
- B. Agree mildly
- C. Disagree mildly
- D. Disagree strongly

53. The husband should be regarded as the legal representative of the family group in all matters of law.

A. Agree strongly
B. Agree mildly
C. Disagree mildly
[✓ D. Disagree strongly]

54. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

[✓ A. Agree strongly]
B. Agree mildly
C. Disagree mildly
D. Disagree strongly

55. Most women need and want the kind of protection and support that men have traditionally given them.

A. Agree strongly
[✓ B. Agree mildly]
C. Disagree mildly
D. Disagree strongly

15. REPORT ABSTRACT

PROJECT PROFILE

NAME: "Regional Coordination & Support System for Career Development"

AGENCY: Michigan State Department of Education

PROJECT DIRECTOR:
James Mahrt
Career Development Unit
Michigan State Department of Education
Box 928
Lansing, Michigan 48904
(517) 373-3370

Grant Award from Career Education Program for 1975-76:

$200,000

PARTICIPATING AGENCIES:

Michigan State Department of Education

Branch Intermediate School District
Calhoun Intermediate School District
Cass Intermediate School District
Charlevoix-Emmet Intermediate School District
Cheboygan-Otsego-Presque Isle Intermediate School District
Delta-Schoolcraft Intermediate School District
Genesee Intermediate School District
Kalamazoo Intermediate School District
Kent Intermediate School District
Macomb Intermediate School District
Menominee Intermediate School District
St. Joseph Intermediate School District

MAJOR OBJECTIVES:

1. Teachers in participating districts will design and implement career education activities into the existing curriculum by utilizing an infusion process.

2. Counselors in participating schools will design and implement career education activities in cooperation with teachers, independently and/or with other staff or community members.

3. Teachers, counselors and other appropriate staff members will participate in inservice programs designed to increase their career development skills in organizing, facilitating and delivering career development outcomes to students.

4. Regional and local career education personnel will utilize needs assessment and goal-setting processes to identify comprehensive career education program goals.

5. Regional and local career education personnel will facilitate career education planning efforts through model planning efforts and supportive planning inservice.

PROJECT ACTIVITIES:

1. To help teachers in participating districts design and implement career education activities that can be infused into the existing curriculum, local career education leaders will train teachers

to use a step-by-step curriculum development process that delivers both academic and career development content at the same time. A workshop will be utilized to train teachers to use these materials.

2. To help counselors in participating districts design and implement career education activities, project personnel will use a process guide for organizing career guidance. This guide is currently under development by the Michigan Department of Education and will be pilot-tested with project personnel during August-November, 1975. An inservice workshop which will train local counselors to implement the guide will be held during August, 1975. Follow-up sessions to the workshop are planned.

3. Local counselors and teachers will increase their awareness and understanding of career education and increase their implementation skills by participating in training workshops and by consultant training in selected areas.

4. Local districts will utilize Michigan Department of Education process materials to develop a local needs assessment for career education. As part of this process local district steering and advisory committees will establish and prioritize career education goals.

5. Local districts will utilize local and state level materials to carry out planning for the organization and implementation of career education. In order to accomplish this, project leaders will develop a step-by-step process that local districts can use to complete their career education plans.

EVALUATION:

1. Objective 1: Participating teachers will be pre-tested with a state level instrument and post-tested after completing the workshop. Further, records will be kept of the career education activities which are developed and actually implemented. Key evaluation variables include gain in concept knowledge, number of activities designed and number of activities tested.

2. Objective 2: Following an inservice workshop counselors will carry out specific process steps. The materials will be evaluated on the basis of how well counselors can follow the suggested procedures. Other significant staff members in the pilot test settings will be requested to rate counselors on the degree to which they carry out suggested activities.

3. Career Education skills will be measured by achievement criterion referenced objectives, both in knowledge and demonstrated performance.

4. Attainment of career education goal development will be evidenced by adoption by local school boards, community groups and the professional staff association.

5. Attainment of planning objectives will be measured by the number of plans which are completed accurately and thoroughly and accepted by the Career Education Planning District.

COMMUNICATION:

Materials and procedures which are developed by individual project sites will be presented and shared at monthly project coordination sessions.

Other anticipated products of this project include model and completed local district career education plans, a process guide for career guidance, guidelines for organizing and implementing an occupational information system, completed planning outlines for career development activities and guidelines for organizing a regional support system for career education. These products available by June, 1976 may be obtained from the project director.

A final evaluation report will also be shared with interested parties.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 students, parents
Type of Area Served:	Urban, rural
Number of Persons Served:	K-6: 75 teachers (2,000 students) 7-9: 75 teachers (2,000 students) 10-12: 150 teachers (4,000 students) Parents: 200
Minority Groups Served:	NA
Income Distribution:	NA
Special Populations:	Handicapped: 5%

Erasable Bond
25% COTTON FIBER

APPENDIX A

CAREER EDUCATION PLANNING DISTRICT
MANUAL

CAREER EDUCATION PLANNING DISTRICT MANUAL

MICHIGAN
CAREER
EDUCATION

These materials were developed pursuant to the Regional Career Development Support Systems Project, grant number 6007502399 funded under Education Amendments of 1974, P.L. 93-380 approved by the Office of Career Education, the U.S. Office of Education, Washington, D.C. James L. Mahrt, Project Director.

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Foreword

As a result of Public Act 97, Career Education Planning Districts (CEPDs) have been legalized and CEPD coordinators are assisting local school districts with their career education planning.

Several CEPDs throughout Michigan have received funds to experiment with the coordination of educational programs at the regional level. These projects have developed and tested strategies for helping local schools plan, implement, and evaluate their career education programs.

These strategies have been documented in this manual for use by all CEPDs; they represent suggestions and, if used, should be adopted or modified to meet local needs.

This CEPD manual can serve as a resource for CEPD personnel in their efforts to coordinate career education, staff development and promotional programs.

John W. Porter
Superintendent of
Public Instruction

The editor gratefully acknowledges the time, effort and guidance of the following persons:

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glossary

career- various life roles of student, worker, family member, and citizen

career education- the delivering of skills to all students which will provide them with the ability to explore, understand, and perform in their various life roles while learning, working, and living. (The emphasis of career education is career development combined with career preparation, the academic and vocational training.)

career development-the part of a school program which helps individuals develop the knowledges, skills and attitudes necessary to plan, explore and establish life roles

CDSSP (career development support systems project)-funded projects to develop materials and support systems for career education particularly career development

career education advisory committee-a citizen/educator committee which recommends a district philosophy of career education and recommends goals for career education programming in the district

career education steering committee-an educator committee which submits position and goals statements to the board of education. Its major responsibility is to develop, monitor, implement and evaluate the effect of the locally approved career education plan.

CEPD (career education planning district)-a district formally established by Public Act 97 to increase communication, cooperation, and planning among member educational agencies, and to coordinate and promote career education

CEPD staff (formal)-those persons hired by an administrative unit to assist the CEPD coordinator in the regional planning, coordination and promotion of career education

CEPD staff (informal)-those persons identified by the CEPD coordinator to assist in the regional coordination of career education (i.e., local career education coordinator, local steering committees, community persons, volunteers, etc.)

career education team-includes administrators, teachers, counselors, media specialists, community persons, etc. The team may exist at the local, intermediate or CEPD level. It is involved in the planning, implementation and evaluation of career education.

CEPD functions- as discussed in this manual are, career education programming, staff development and promotion

curriculum management-a structure developed for use by a local school district or intermediate school district to identify what is being done at each level of curriculum to pursue the career education goals of the school district

goal setting (needs assessment)-a technique for determining the career education needs of the students and setting goals to meet those needs

evaluation- the process of determining if the actions taken have achieved the stated goals of a school district. Process evaluation determines the effectiveness of the process. Product evaluation determines if the student has learned what the goals stated, and to what extent. Evaluation forms the basis for setting new goals.

goals- clear statements of measurable outcomes

performance indicators-measurements of the attainment of goals

implementation- the program step which consists of actually using the techniques and strategies identified in the planning for career education

planning- program steps involving getting organized, assessing existing career education programs, setting goals and designing a curriculum management structure

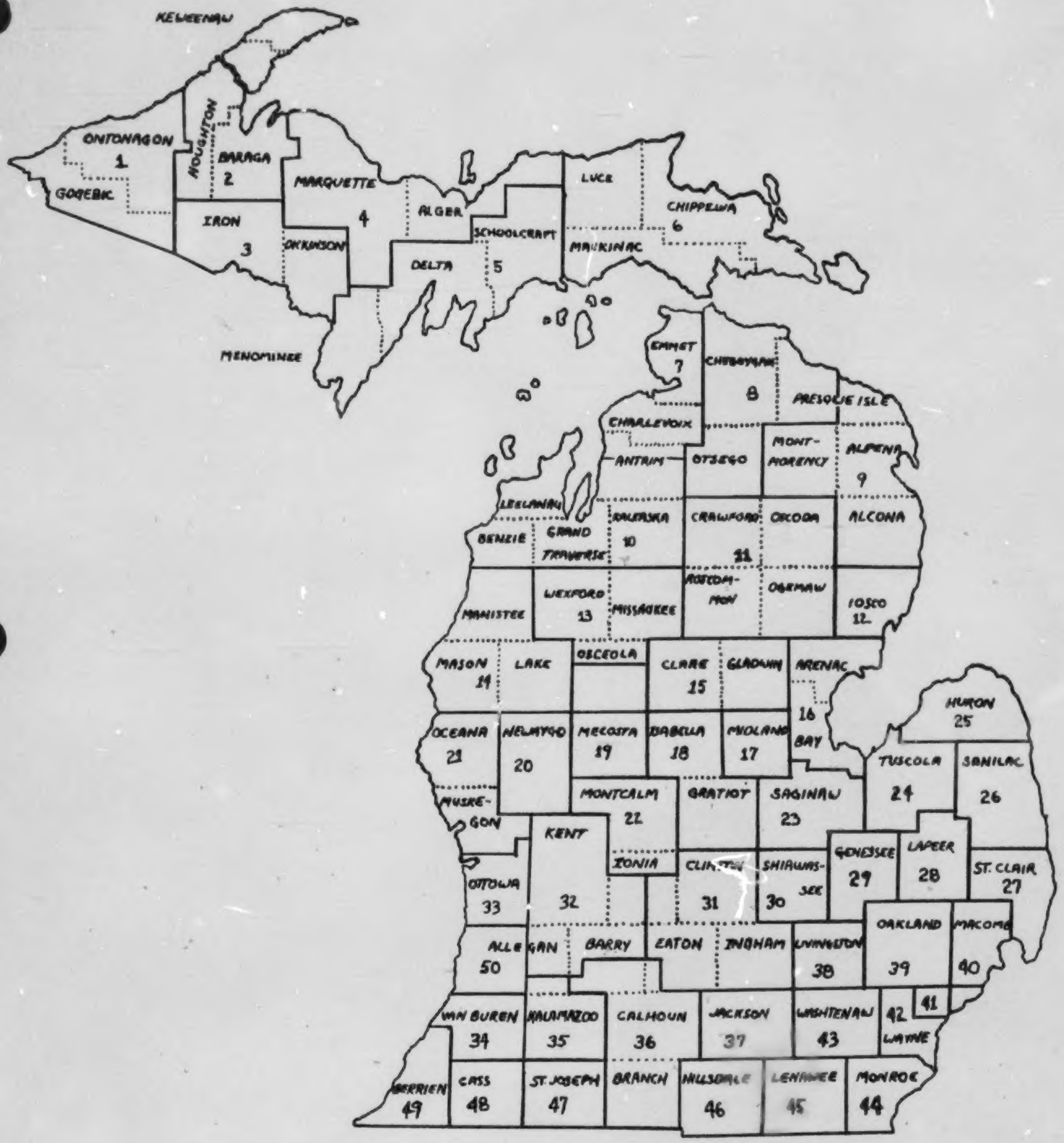
program assessment-the process of assessing where a career education program is when compared with an operational career education system

promotion- the process of creating awarenesses and understandings of career education among target groups to develop support for an operational career education system

staff development-a program designed to increase the skills and knowledges of the members of the career education team

student assessment-the process of determining the student career education understandings and needs, as well as the results of career education efforts with students

CAREER EDUCATION PLANNING DISTRICTS



CHAPTER I
Introduction & Assumption

Introduction

Public Act 97 of the Education Acts of 1974 legally established the Career Education Planning Districts as the agencies to promote, coordinate and assist the local educational agencies in planning, implementing and evaluating career education programs.

the purpose

This is a manual to help the Career Education Planning District councils and coordinators meet the intent of the legislation.

based
on
experience

It is based upon the experiences of several developmental projects, and a spectrum of educators who are dealing with the demands of planning, implementing and evaluating career education in Michigan.

This is not a policy statement, but rather a selected collection of exemplary strategies and techniques that have been used in Michigan to get career education programs functioning.

The manual will address the roles and structures of CEPDs and the CEPD functions of assisting local school districts to implement, evaluate, inservice, and promote career education.

Much of the material in this manual is based on the experiences of Career Development Support Systems Projects (CDSSPs). Six CDSSPs containing nine CEPDs have been experimenting with regional support programs for career education.

The CDSSPs are:

1. CEPD 5 (Delta-Schoolcraft)
2. CEPDs 7 & 8 (Charlevoix, Emmet)
3. CEPD 29 (Genesee)
4. CEPDs 35, 36 & 47 (Kalamazoo; Calhoun, Barry and Branch; and St. Joseph)
5. CEPD 40 (Macomb)
6. CEPD 32 (Kent)

During the fiscal year 1974-75 these projects were supported by funds from ESEA Title III and the Vocational Education Act, 1968 Amendments. For fiscal year 1975-76 the CDSSPs received funds from the U.S. Office of Education.

These projects addressed the following objectives:

-- To identify the services which enable regional support and coordination of local career education efforts.

-- To facilitate school district adoption of career development goals and objectives.

-- To facilitate the use of the infusion process as a means of integrating career development objectives into the curriculum.

-- To help school districts modify or develop career guidance programs incorporating career development objectives.

-- To develop a career education planning model for CEPDs and school districts.

This manual represents the results of innovative problem solving by the staffs and councils of the CDSSP sites and other CEPDs.

The Assumptions

Before discussing the planning and implementation of career education there are some assumptions based on the experiences of the exemplary projects.

These assumptions represent some minimum requirements for establishing a favorable environment for career education.

monetary resources

Predictably, the first assumption is monetary resources. In most cases, money is not available without a commitment from the community. There are cases of state and federal funding. But these funds are generally of a temporary nature--aimed at *demonstrating* what can be accomplished and how it can be done. They are *not* intended to provide continuing program support. By utilizing techniques and strategies such as those developed by the projects and other CEPDs, career education can be planned and implemented in the face of stringent monetary limitations by utilizing the efforts of others.

staff resources

At least one person should be given CEPD level responsibility and authority for coordinating and developing local career education personnel and programs.

All CEPDs have a coordinator. In some cases he or she is the administrator and staff rolled into one.

CEPD personnel are usually chosen for the abilities which allow them to establish contact with local districts, gain credibility and generally contribute to an atmosphere of cooperation. Exemplary project coordinators have stressed the need for personnel with the skills which enable them to promote the planning and implementation of career education.

Some CEPDs have a person assigned the full-time responsibility for assisting local agencies with career education programming. Others have additional staff--increasing the likelihood of personalized contact with local districts. It also frees the CEPD coordinator to meet administrative demands. The following diagram illustrates three different responses to personnel needs.

CEPD	CEPD "A"	CEPD "B"
	student population of 117,000	student population of 34,000
	district divided into four regions. Four staff persons hired, one for each region.	one staff person assists CEPD coordinator

CEPD "C"

student population

of

17,000

CEPD coordinator works directly with local agencies to assist them in developing their staff functions

community commitment

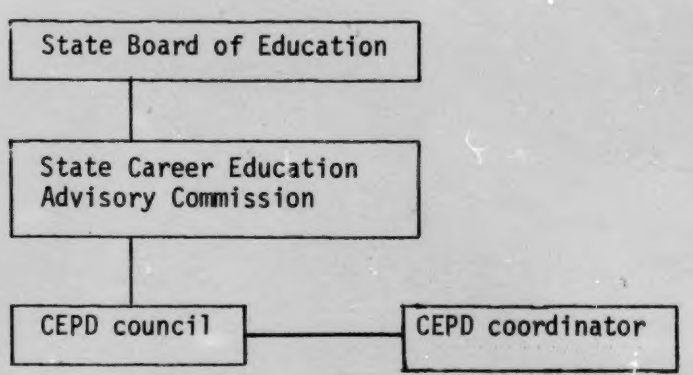
The next assumption addressed is the necessity for community commitment, which must exist if there is to be career education. But "community" is an imprecise term. It must be discussed on two levels.

The first is the decision-making level. Here, the commitment to career education is made by the local agency in consort with those who take an active role in the content and direction of education in that community. In Michigan, content and direction may come from school boards, local advisory committees, parent-teacher organizations or CEPD councils.

The second level refers to the contributions of expertise from the community-at-large. This resource often is overlooked, but it does exist. This kind of community commitment can emerge though as the result of the efforts of concerned CEPD staffs and local district staff, parents and local representatives of business, labor and industry. Teachers, students, businessmen, housewives, senior citizens, and other volunteers all can play a role in helping the CEPDs meet the needs of the local agency. A number of CEPD coordinators feel that too little emphasis has been placed on this notion of community. It is advisable to evaluate community involvement in terms of human resources available to the CEPD--and how they can be utilized.

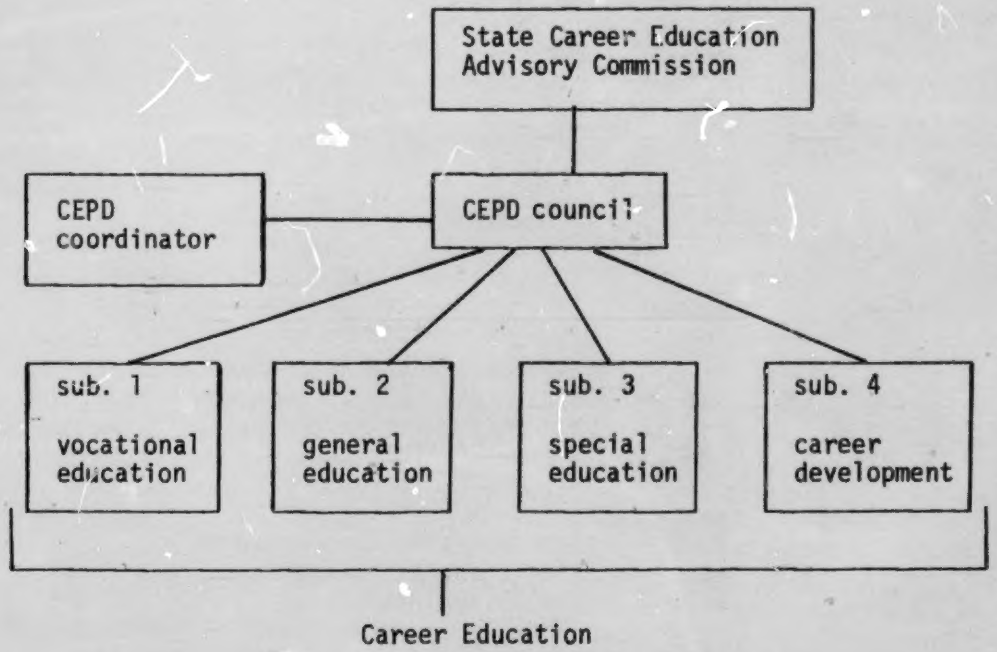
organizational structure

As described in Public Act 97, a beginning CEPD structure looks like this:



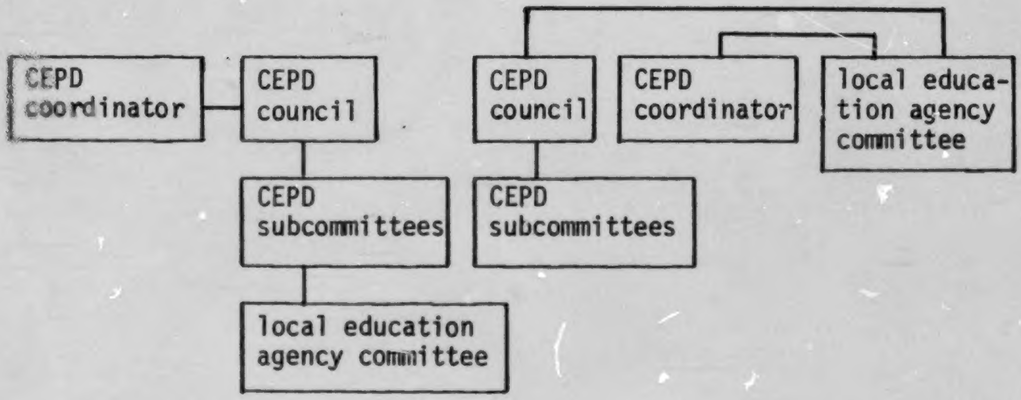
The boards of education in the constituent intermediate school districts or other administrative units appoint the members of the CEPD councils, as well as the coordinator. It is the responsibility of the council to develop and approve a career education plan annually, based on the education plans submitted by the LEAs.

As mentioned in the Michigan Department of Education "Career Education Handbook for Implementation," a CEPD has choices regarding organizational structure. One approach features a subcommittee structure:


State Career Education Advisory Commission
CEPD coordinator
CEPD council
sub. 1 vocational education
sub. 2 general education
sub. 3 special education
sub. 4 career development
Career Education

The CEPDs using a subcommittee structure often do so to give the CEPD council the benefit of detailed studies of program. It streamlines CEPD council actions, but also requires a firm time commitment from subcommittee members.

Another aspect of organizational structure is that of local agency input. In one case, the agencies are asked to make their input directly to the CEPD council. In another, the local agencies are asked to make input directly to the subcommittees:



To a great extent these structures are determined by the personnel and resources available and the traditional patterns of communication that have existed in the CEPD.

administrative support

Another program assumption involves administrative support. CEPD coordinators stress that administrative support can make or break a career education program even if all the preceding assumptions are met.

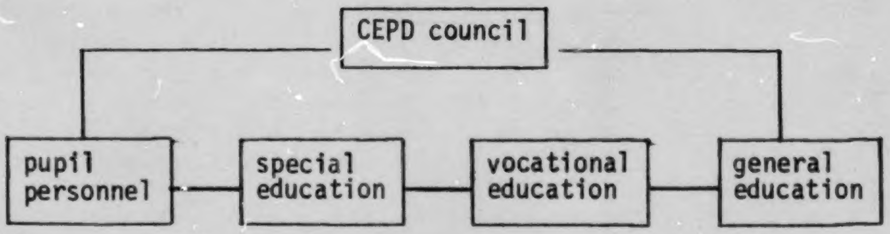
Direct access to the intermediate administrative decision-makers is a necessity.

In some situations the CEPD coordinators have been "screened" from this access. Consequently, their ability to reach the decision-maker in the constituent intermediate or CEPD district was impaired.

Also, administrative support must come in other areas. Local administrators and community persons must support the efforts of the coordinator and the council. As will be discussed later, the coordinator shoulders much of the responsibility for establishing this support.

access to program areas

Along with administrative support, positive results depend on the members of the career education organization having access to all other CEPD program areas. For a person in say, the Special Education subcommittee, to plan effectively and make valuable recommendations to his or her council, a knowledge about the progress and programs of vocational education, general education and pupil personnel services, is almost a necessity. It is important that CEPD coordinators establish communication lines to assure there is a system for communication among members of specific program areas.



With these assumptions of monetary resources, staff resources, community commitment, and organizational structure, administrative support, and access to program areas stated and defined the discussion can turn to the specifics of CEPD responsibilities.

CEPD Responsibility

The CEPD's responsibilities occur on two levels: The first comes in meeting local needs. During the planning process, a local district may want to do a needs assessment or conduct an inservice program. Often the local district will ask CEPD personnel to provide assistance in meeting these needs.

The second level is a coordination function. In cases where the needs of several local agencies are similar, the coordinator may assume the responsibility of providing those services on a regional level. There is opportunity for regionally coordinated efforts in planning, resource utilization, staff development and promotion.

A key to a coordinator's success is what kind of "person" the coordinator is. The coordinator's most valuable tool is cooperation and the ability to create it.

The manner varies in which coordinators deal with administrative demands and maintain personalized contact with local agencies.

In one case, the coordinator has skillfully managed a commitment from at least one volunteer in each local agency within his district. He coordinates their efforts. One of his techniques for insuring a close relationship between the CEPD and the local agencies is to meet regularly with his contact persons and deal with mutual concerns. Also, many of his contact persons are enthusiastic members of his CEPD council.

CEPD Council Activities

As local agencies begin to develop yearly career education plans, the CEPD council becomes involved. Primarily it is the role of the council to make recommendations on the programs the local agencies propose. The CEPD council will--on the basis of local plans--design a CEPD plan which facilitates LEAs achieving their identified goals.

In addition, CEPD councils can engage in the following kinds of activities:

-- assisting local districts in goal setting by promoting community and parent response to surveys

-- developing promotional campaigns for all local media

-- giving awareness presentations to local civic groups

-- assisting in community resource assessment

-- identifying and encouraging local staff whose programs reflect career education planning and implementation

Exemplary projects have developed techniques and strategies that can help CEPDs meet the needs of local agencies. In view of this, it might be possible to describe a third level of responsibility for councils and coordinators. That is the coordination level with other CEPDs. As mentioned earlier, other CEPDs should be considered for the wealth of experience they can provide your CEPD. The following chapters will concentrate on the specific functions CEPDs can perform.

getting organized

assessing program

setting goals

CEPD Manual

Chapter II

Career Education Programming

managing curriculum

identifying strategies

evaluating program

Career Education Programming

Career education programming is a relatively complex process. As a career education program develops, those responsible for that programming must concurrently become prepared to deal with additional refinements of the process.

Therefore programming and staff development must be coordinated. As each step in programming takes place, local and CEPD staffs must have the awarenesses that facilitate effective programming steps.

Figure "A" breaks down programming into three stages and six steps. At the same time, it shows who must know and be committed to what to complete those programming steps and stages.

The three stages of career education are: planning, implementation and evaluation. They are the responsibility of the local educational agencies. The responsibility of the CEPD and its staff is to assist in those efforts. The primary responsibilities of CEPDs are to assist local school districts in planning, implementing and evaluating career education and to coordinate staff development and promotional programs.

In figure "A" the first column contains the process steps and stages. The second column shows who must be involved; and the third column shows what awarenesses those persons must have for the program steps to be realized.

Getting Organized

CEPD career education programming begins with the CEPD coordinator. The coordinator's first step is to identify the CEPD staff which may consist of persons hired by the ISD to coordinate career education activities, or it may be the local career education coordinator. The second is to establish a working relationship with the CEPD council. Before the first process step in programming, "getting organized," can take place, the coordinator must insure that the staff and council have fundamental awarenesses of the philosophy and organization of career education in Michigan.

With the above as a base, the CEPD staff can begin to offer assistance in delivering those fundamental awarenesses to the local career education committees and staff by coordinating inservice programs.

When these groups have become aware of some of the implications of career education in Michigan and have made a commitment to the concept the initial organizational structure for career education has been initiated.

figure A
Career Education Programming

PROGRAMMING process steps	STAGES	STAFF DEVELOPMENT participants	 outcomes
I getting organized	PLANNING	CEPD personnel LEA CE committees CEPD council LEA staff	aware of and understand the career education concept
		CEPD personnel LEA CE coordinators LEA administrators/staff LEA school boards parents and community	committed to career education concept
II assessing the existing career education program		LEA CE coordinators LEA CE committees LEA staff CEPD staff	awareness of how a comprehensive career education program develops
III setting goals		LEA CE committees LEA staff CEPD staff	understand how to formulate and utilize career education goals and perf. indicators
IV designing a curriculum management structure		LEA CE committees/ curriculum committees	utilize structure to identify weaknesses and strengths of career education program
V identifying and implementing strategies to develop the career education program	IMPLEMENTATION	teachers counselors support personnel	develop understanding and skills to implement: instruction career exploration career guidance OIS placement/follow-up community & commercial resources implement program
VI evaluating the career education program	EVALUATION	administrators teachers counselors support personnel	understand how to evaluate: --student product outcomes --program/process outcomes

This initial organization sets the stage for one last step in formal organization--organizing a citizen's advisory committee. See the MDE "Handbook for Implementation," Section III "Organizing for Career Education," for a discussion of organizing the local advisory committee, and a discussion of its constituency.

This organizational beginning establishes a framework for initiating the rest of the planning process steps.

Program Planning

In figure "A" the first stage of career education programming is planning. The first step in planning as discussed previously is "getting organized." Once CEPD and local organizing has begun, these groups are ready to initiate the second step of programming which is assessing the career education program.

Assessing the existing career education program

The CEPD can be useful in assisting the local educational agencies in determining how their career education program is developing. To do this, local agencies might employ an assessment tool for analyzing their existing career education programs.

Participants doing the assessment will become familiar with program indicators--the benchmarks of developing career education programs. They will also become familiar with the scope and scale of career education in its operational form.

an assessment tool

The following strategy is designed as a program assessment tool. It should be regarded as an example. Keep in mind that each of the examples illustrated in this manual can be adapted to local approaches to problem-solving.

This strategy is called "Career Education Program Assessment."

staff development outcomes

The general staff development outcomes resulting from a program assessment involve three things. The first is an awareness of the assessment tool which describes what a comprehensive career education program looks like. The second, as a result of doing the assessment, is an awareness among the staff of how a comprehensive career education program develops; the third is the establishment of program goals to be accomplished during the next assessment period, annually, or long-range (i.e., five years).

CAREER EDUCATION PROGRAM ASSESSMENT*

Note: It is important to remember that this is a suggested assessment instrument. A CEPD or LEA may revise, adapt, or modify this instrument in any way that makes it more useful; or a more appropriate instrument may be identified and used.

Persons Responsible: It is suggested that a person be identified who will be responsible for completing this assessment. Possibilities are the LEA Career Education Coordinator or Chairperson of LEA Steering Committee. Remember: do not collect this information until it is specified how this information can be useful in making decisions.

Directions for Completing this Assessment

This assessment is designed to help a local school district analyze how it is progressing in terms of comprehensive career education program development.

It is composed of seven stages of program development with several indications of progress specified at each stage.

The person responsible will complete the assessment by checking the appropriate box for each program indicator:

	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
Example:	☐ ________	☐	☐	☐	

He or she should also write comments where appropriate to indicate level of progress toward the program indicator.

Other persons or groups can be involved where appropriate to ensure an accurate description of progress toward indicators.

This instrument should be administered periodically. Assessment periods may be monthly or quarterly. Regular assessment keeps the Career Education Coordinator and Steering Committee updated on new developments and progress made toward program indicators.

* draft CE Program Assessment jointly developed by CEPDs 35, 36, 47 and MDE personnel

Following each assessment period, the Steering Committee should review the data, establish priorities and identify indicators to work on during the next assessment period.

This tool is useful for both annual and long range planning. A district can choose a few program indicators to work on during each assessment period (established by the district). And it can lay out a series of program indicators to work on over a long period of time (1 to 5 years).

- The career education coordinator and the steering committee should familiarize themselves with these program indicators and process steps before involving staff in assessing.
- Staff development is an element that runs throughout the assessment and coincides with each process step along the way.
- It is possible to complete some program indicators from Step 1, some from Step II, and some from Step V simultaneously. The order of the program indicators does not mean this is the way every district should or will progress. It is just an indication of how it can happen.
- The instrument is long and can be modified by a CEPD or a local district.
- This tool can also be used to begin articulation between programs and projects within a CEPD or local district.

[redacted]

CAREER EDUCATION PROGRAM ASSESSMENT

	Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
Step I: getting organized	1. LEA Career Education Coordinator has been appointed by the Superintendent.	☐ ________	☐	☐	☐	
	2. LEA Career Education Coordinator has identified his/her role and function.	☐ ________	☐	☐	☐	
	3. LEA Steering Committee has been appointed and has the approval of the Superintendent and, if necessary, the Board of Education.	☐ ________	☐	☐	☐	
	4. LEA Steering Committee has met and has determined its role and function. (See Supplement A and B)	☐ ________	☐	☐	☐	
	- Selects chairperson (i.e. Principal)	☐ ________	☐	☐	☐	
	- Establishes goals for committee	☐ ________	☐	☐	☐	
	- Forms various subcommittees	☐ ________	☐	☐	☐	
	- Determines procedure for arriving at decisions and recommendations and how these will be communicated.	☐ ________	☐	☐	☐	
	5. Advisory Committee has been established and has determined its role and function.	☐ ________	☐	☐	☐	
	6. The LEA Career Education Steering Committee has developed a written definition of the concept of Career Education.	☐ ________	☐	☐	☐	

	Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
	7. The working definition of Career Education has been related to the existing LEA definition/philosophy of education. (See Supplement C)	☐ ________	☐	☐	☐	
	8. The LEA definition has been approved by the Board of Education and is supported by LEA administrators. (See Supplement D)	☐ ________	☐	☐	☐	
	9. LEA Steering Committee has established a communication structure with other school and community publics.	☐ ________	☐	☐	☐	
	10. LEA Steering Committee has a plan for the professional development of the staff. (See Supplement E)	☐ ________	☐	☐	☐	
	11. The first stage of the Professional Development Plan is implemented: outcome - staff is aware of and understands career education concept.	☐ ________	☐	☐	☐	
Step II assessing existing career education program	12. LEA Steering Committee understands the elements of a comprehensive Career Education Program. (See Supplement F)	☐ ________	☐	☐	☐	
	13. LEA Steering Committee and staff have identified the role and function of members of the District Career Education Team, including:(See Supplement G)					
	- Board of Education	☐ ________	☐	☐	☐	
	- Career Education Coordinator	☐ ________	☐	☐	☐	

	Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
	- Administrators	☐ ________	☐	☐	☐	
	- Teachers	☐ ________	☐	☐	☐	
	- Counselors	☐ ________	☐	☐	☐	
	- Parents and Community	☐ ________	☐	☐	☐	
Step III Setting Goals	14. LEA Steering Committee is aware of a process for setting Career Education goals.	☐ ________	☐	☐	☐	
	15. LEA Steering Committee has implemented a goals setting process. (See Supplement H)	☐ ________	☐	☐	☐	
	16. LEA Steering Committee has communicated the set of goals to staff, Board of Education, students, and community.	☐ ________	☐	☐	☐	
	17. LEA staff, teachers and counselors have been inserviced on how to utilize goals and how to write and utilize performance objectives: (See Supplement I)					
	- Elementary Staff	☐ ________	☐	☐	☐	
	- Middle School/Jr. High Staff	☐ ________	☐	☐	☐	
	- High School Staff	☐ ________	☐	☐	☐	
	18. Staff at each level has identified which goals they are responsible for or share: (See Supplement J)					
	- Elementary Staff	☐ ________	☐	☐	☐	

	Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
	- Middle School/Jr. High Staff	☐ ________	☐	☐	☐	
	- High School Staff	☐ ________	☐	☐	☐	
	19. LEA staff (teachers and counselors) has written performance objectives for all goals they are responsible for or share responsibility for:					
	- Elementary Staff	☐ ________	☐	☐	☐	
	- Middle School/Jr. High Staff	☐ ________	☐	☐	☐	
	- High School Staff	☐ ________	☐	☐	☐	
Step IV designing curriculum management structure	20. LEA Steering Committee has identified a curriculum management structure to use (works with curriculum committee if one exists).	☐ ________	☐	☐	☐	
	21. LEA Steering Committee has interfaced school district philosophy with goals.	☐ ________	☐	☐	☐	
	22. LEA Steering Committee has written exit competencies for each goal.	☐ ________	☐	☐	☐	
	23. Staff has identified goals and listed student performance objectives for those goals they are responsible for or share.	☐ ________	☐	☐	☐	
	24. Staff has identified where these goals and objectives fit in the curriculum management structure.	☐ ________	☐	☐	☐	

	Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
	25. Utilizing the completed curriculum management structure, LEA Steering Committee has identified areas of strength and weakness.	☐ ________	☐	☐	☐	
Step V identifying strategies to develop career education program	26. Staff has identified strategies to develop areas of identified weakness.	☐ ________	☐	☐	☐	
	INSTRUCTION					
	27. A process for training teachers to use infusion has been identified as well as possible workshop formats, trainers to be used, agencies to conduct the training (i.e., CEPD or ISD).	☐ ________	☐	☐	☐	
	28. Materials for utilizing the infusion process have been identified and are available.	☐ ________	☐	☐	☐	
	29. Interested staff has been trained in the infusion process.	☐ ________	☐	☐	☐	
	30. A program of follow-up and support for the staff is implemented by LEA Steering Committee.	☐ ________	☐	☐	☐	
	CAREER EXPLORATION					
	31. Staff is aware of the exploration concept.	☐ ________	☐	☐	☐	
	32. A process for training teachers to use the concepts found in an exploration program have been identified including goals of inservice program, possible workshop formats, trainers to be used, agencies to conduct the training.	☐ ________	☐	☐	☐	

Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
33. Materials for developing the exploration program processes have been identified and are available.	☐ ________	☐	☐	☐	
34. Training program is conducted.	☐ ________	☐	☐	☐	
35. Interested staff is aware of and has initiated an exploration program.	☐ ________	☐	☐	☐	
36. A follow-up program for the staff is implemented by LEA Steering Committee.	☐ ________	☐	☐	☐	
CAREER GUIDANCE					
37. Staff is aware of career guidance philosophy.	☐ ________	☐	☐	☐	
38. A process for training counselors in career guidance has been identified including goals for program, possible workshop formats, trainers to be used, agencies to conduct the training.	☐ ________	☐	☐	☐	
39. Materials to be used in a career guidance program have been identified and are available.	☐ ________	☐	☐	☐	
39a. Training program is implemented.	☐ ________	☐	☐	☐	
40. Interested staff has initiated a career guidance program.	☐ ________	☐	☐	☐	
41. A follow-up for the guidance staff is implemented by the LEA Steering Committee.	☐ ________	☐	☐	☐	

[redacted]

Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
OCCUPATIONAL INFORMATION SYSTEM					
42. A plan to compile, categorize, and use occupational information on a system-wide basis has been identified.	☐ ________	☐	☐	☐	
43. Interested staff has begun to utilize an occupational information system.	☐ ________	☐	☐	☐	
44. LEAs staff is aware of the occupational information available in the district, how to get it, and how to use it.	☐ ________	☐	☐	☐	
45. Occupational information systems outside the LEA have been identified as well as the services they might provide the LEA.	☐ ________	☐	☐	☐	
RESOURCES (MEDIA, COMMUNITY)					
46. A plan to categorize LEA and regional media related to local district goals has been identified.	☐ ________	☐	☐	☐	
47. LEA staff is made aware of existing media, the categorization system, and how to use it.	☐ ________	☐	☐	☐	
48. Criteria for selecting additional media at the LEA and regional levels have been established.	☐ ________	☐	☐	☐	
49. Priorities for selecting media are identified.	☐ ________	☐	☐	☐	
50. Interested staff has initiated a career resource center.	☐ ________	☐	☐	☐	

	Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
	51. Interested staff has been inserviced on identification and utilization of educational/media resources.	☐ ______	☐	☐	☐	
	52. Interested staff has been inserviced on identification and utilization of community resources.	☐ ______	☐	☐	☐	
	53. Interested staff has completed an educational/community resource survey.	☐ ______	☐	☐	☐	
	PLACEMENT AND FOLLOW-UP					
	54. LEA staff are aware of the purposes of the placement and follow-up program.	☐ ______	☐	☐	☐	
	55. A plan for developing placement services the LEA has been identified.	☐ ______	☐	☐	☐	
	56. Training for placement and follow-up has been implemented.	☐ ______	☐	☐	☐	
	57. Interested staff has initiated a placement and follow-up program.	☐ ______	☐	☐	☐	
Step VI evaluating career education program	58. LEA Steering Committe has identified process to be used in:					
	- program evaluation	☐ ______	☐	☐	☐	
	- process evaluation	☐ ______	☐	☐	☐	
	- product evaluation (student outcomes)	☐ ______	☐	☐	☐	

	Program Indicators	Has Been Completed (include date)	Making Progress	Not Begun	Not Applicable	Comments
	59. Staff has been inserviced on these evaluation processes.	☐ ____	☐	☐	☐	
	60. Staff utilizes evaluation processes and reports results to LEA Steering Committee Citizen's Advisory Comm. & Board of Ed.	☐ ____	☐	☐	☐	
	61. LEA Steering Committee continues career education program assessment.	☐ ____	☐	☐	☐	
Step VII planning annually	62. On the basis of program assessment and evaluation, LEA Steering Committee has developed an annual career education plan.	☐ ____	☐	☐	☐	
	63. LEA Steering Committee has provided for the involvement of all staff in the development of a career education plan.	☐ ____	☐	☐	☐	
	64. LEA Steering Committee has communicated the plan to all interested groups.	☐ ____	☐	☐	☐	
	65. Board of Education and local administrators have approved the plan and support it.	☐ ____	☐	☐	☐	
	66. LEA Steering Committee has developed a long-range career education plan and presents it to the Board of Education for its approval.	☐ ____	☐	☐	☐	

Supplements to

Program Assessment

Supplements A thru J

SOME SUGGESTIONS RELATIVE TO ESTABLISHING A COMMITTEE STRUCTURE*

On Section III Organizing for career education pages 7 through 12, of the Michigan Department of Education's Career Education Handbook for Implementation, several helpful suggestions are offered relative to organizing a career education committee structure. Basically these suggestions call for the establishment of two committees authorized and answerable to the administration and board of education. The two kinds of committees are: (1) a Steering or "Doing" Committee; and (2) a Citizen's Advisory Committee.

The Steering Committee is usually composed of board members, administrators, K-12 teachers, counselors and possibly representatives from the community if desired. This Committee has three principal functions:

1. Developing a local district career education plan.
2. Monitoring the implementation of the plan.
3. Evaluating the effectiveness of the plan and recommending the subsequent year's plan.

The Citizen's Advisory Committee is usually a larger group in numbers and composition and includes both lay citizens and educators, preferably in equal numbers. It works in partnership with the Steering Committee and assists it with the major efforts of the plan. Its functions could include:

1. Becoming aware of the elements in a comprehensive career education program.
2. Recommending general goals for the local district career education program.
3. Having its members serve on various task committee to implement the plan approved by the Board of Education.
4. Recommending ways of expanding the partnership between school and community.
5. Reporting opinions and recommendations to the Steering Committee.

Some districts may find it expedient to utilize one overall Career Education Committee to perform the functions to the two-committee structure noted above, providing the membership of the combined committee is composed of the recommended membership of both committees, including community representatives

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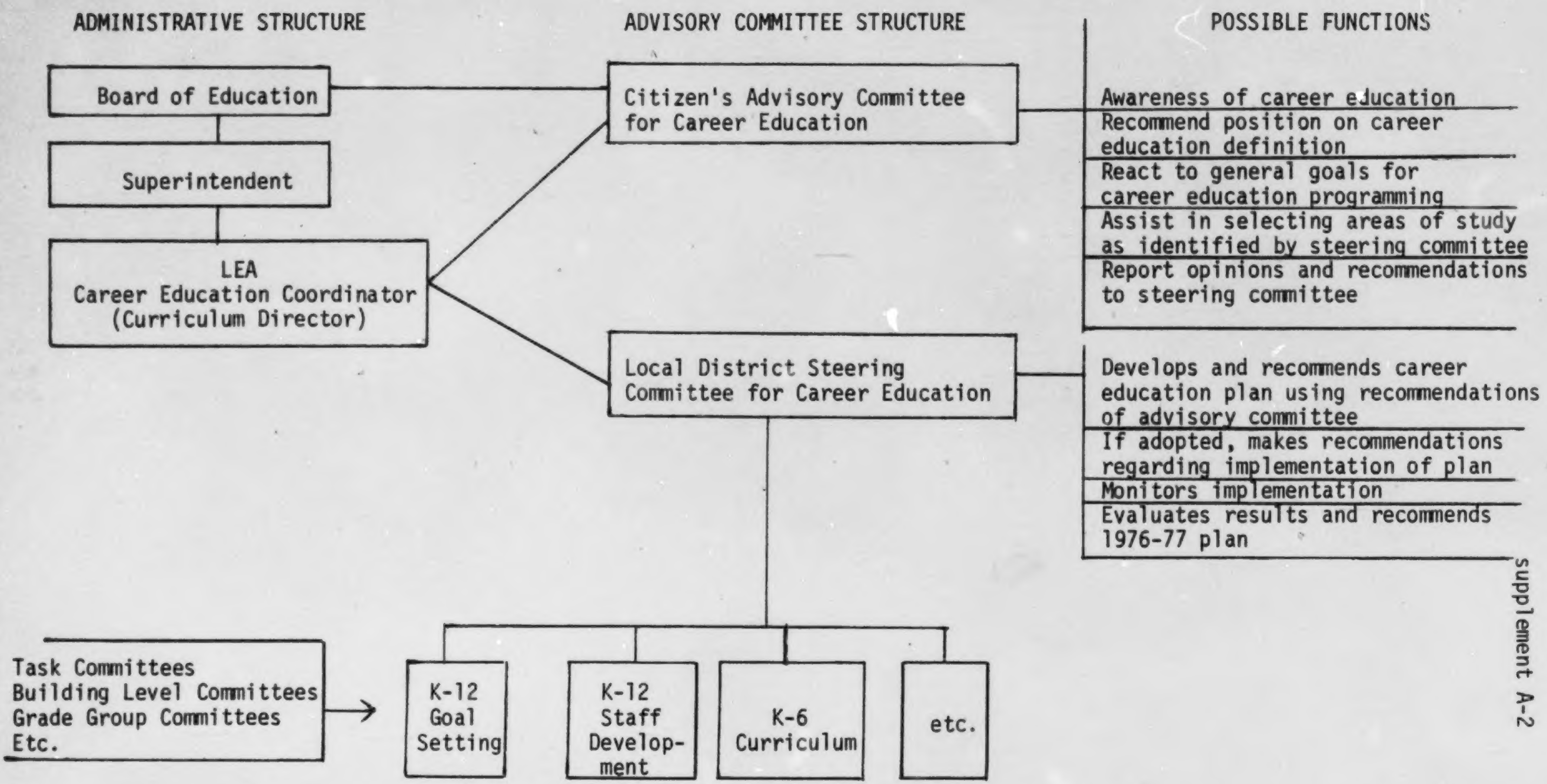
* Adapted from work done in CEPD 35, 36, and 47.

ORGANIZATION OF THE CAREER EDUCATION COMMITTEE STRUCTURE*

One Example


ADMINISTRATIVE STRUCTURE
ADVISORY COMMITTEE STRUCTURE
POSSIBLE FUNCTIONS
Board of Education
Superintendent
LEA
Career Education Coordinator
(Curriculum Director)
Citizen's Advisory Committee for Career Education
Awareness of career education
Recommend position on career education definition
React to general goals for career education programming
Assist in selecting areas of study as identified by steering committee
Report opinions and recommendations to steering committee
Local District Steering Committee for Career Education
Develops and recommends career education plan using recommendations of advisory committee
If adopted, makes recommendations regarding implementation of plan
Monitors implementation
Evaluates results and recommends 1976-77 plan
Task Committees
Building Level Committees
Grade Group Committees
Etc.
K-12 Goal Setting
K-12 Staff Development
K-6 Curriculum
etc.

supplement A-2

* Adapted from work done in CEPDs 35, 36, and 47.

USING THE COMMITTEE STRUCTURE TO ORGANIZE, IMPLEMENT, AND EVALUATE CAREER EDUCATION PROGRAMMING, SOME SAMPLE SUGGESTIONS FOLLOW:

ORGANIZING TO DEVELOP A CAREER EDUCATION PLAN

The Steering Committee should:

1. Suggest proposals to assist Citizen's Advisory Committee become aware of career education.
2. Submit for Board action a position on the meaning of career education using the Citizen's Advisory Committee recommendations.
3. Develop and submit for Board action an annual career education plan.

The Citizen's Advisory Committee might:

1. Become aware of career education.
2. Recommend a position on the meaning of career education for the district.
3. Recommend goals for career education programming in the district.

IMPLEMENTING A LOCAL DISTRICT CAREER EDUCATION PLAN

The Steering Committee should:

1. Develop and submit for Board action a set of local district career education learner goals.
2. Recommend "initial sets" of learner performance objectives for career development and career preparation outcomes related to local district goals.
3. Recommend an awareness program for specified publics and monitor its implementation.
4. Identify ways of implementing career education and recommend inservice plans to accomplish this. If approved, monitor the implementation of the plans.

The Citizen's Advisory Committee might:

1. Receive periodic reports on the progress of career education implementation.
2. Study various issues such as:
    - A. Expanding school-community career education efforts.
    - B. Review resource materials.
    - C. Identifying approaches to evaluate local district career education efforts.

5. Identify support systems helpful to providing career education programs and recommend ways of incorporating them in the local program.

3. Have its committee members serve on volunteer task committees of the Steering Committee if requested.

EVALUATING THE EFFECTIVENESS OF THE PLAN

The Steering Committee should:

1. Review the results of implementation efforts relative to the current annual career education plan.
2. Review opinions and recommendations of the Citizen's Advisory Committee.
3. Develop and submit for Board action the career education plan for the upcoming school year.

The Citizen's Advisory Committee might:

1. Suggest to the Steering Committee ways to evaluate the program efforts.
2. Assess the results of efforts for current year.
3. Offer recommendations to the Steering Committee relative to priorities to consider for upcoming year.

ROLE OF THE CAREER EDUCATION STEERING COMMITTEE

I. Purpose:

The organization of a career education steering committee is vitally important to the efforts of the career eduation coordinator in initiating action in the local school district. It serves as a decision making and planning agent for the development of strategies to implement career education. Active, interested members, meeting on a continuing basis, can bring together the thinking of all segments of the school system, report to their peers on progress and problems, and demonstrate support by implementing career education in the classroom.

II. Organizational Considerations (See Section III, Organizing for Career Education, *Handbook for Implementation*):

1. Leadership
2. Size and structure
3. Composition
4. Purpose and responsibility

III. Some Possible Tasks to Consider:

1. Become aware of career education
2. Develop a common definition of career education consistent with the state definition of career education.
3. Develop a position paper
4. Determine resources- time, money, materials, consultants, etc.
5. Get top level commitment
6. Keep Board and community informed
7. Determine staff inservice needs
8. Produce a career education newsletter
9. Conduct a needs assessment
10. Organize a goal-setting process
11. Plan a series of presentations to develop understanding system-wide
12. Evaluate present instructional and guidance programs
13. Develop a community resource guide
14. Develop an annual local plan
15. Seek funding support for advancement of career education programs

*Adapted from work done in CEPDs 32, 35, 36, and 47 supplement C-1

EDUCATIONAL PHILOSOPHY

THE HOMER COMMUNITY SCHOOLS' BOARD OF EDUCATION:*

Recognizes the importance of continually seeking ways to insure the achievement of academic, personal, and social skills needed by our youth and, therefore, supports the following position:

> Education in the Homer Community Schools will assist students in gaining a positive self concept as it relates to the fulfillment of life roles of family member, worker, and citizen.
>
> It will be the responsibility of ALL - educators, the community and its resources - to make basic subject matter relevant to students on a daily basis in gaining understanding about themselves and their world, both now and in the future.

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* Adapted from work done in CEPDs 35, 36, and 47.

PRESENTING A FORMAL POSITION STATEMENT ON THE MEANING OF CAREER EDUCATION TO THE LOCAL BOARD OF EDUCATION*

Developing a formal conceptual position on the meaning of career education is considered a most essential step. Because career education has "evolved" in its meaning over the past few years, several interpretations may exist within each local district. Several different interpretations can conceivably lead to different positions on the direction of the curriculum and thus create difficulty in overall program planning.

As a means of establishing a central focus for career education efforts within the district, it is recommended the steering committee:

SUGGESTED ACTIVITIES	RESOURCES
1. Have its formal position statement reviewed by other local district publics such as the administration, a committee of teachers, counselors, and other staff, a lay group, etc.	Steering Committee Position Statement
2. Review feedback from groups reviewing the position statement and make changes, if appropriate.	
3. Present the revised position statement for board review and action.	

(Note: If it is not possible to have the statement reviewed prior to submitting for board action, the committee may wish to submit a position statement on the evolving meaning of career education for the district and note the position statement may require changing as it is studied further by local district publics.)

supplement D-1

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* Adapted from work done in CEPDs 35, 36, and 47.

[redacted]

ESTABLISHING A PROFESSIONAL DEVELOPMENT PROGRAM FOR CAREER EDUCATION

RECOMMENDATIONS FOR LOCAL DISTRICTS*

In stating that career education is an approach designed to build on the Common Goals of Michigan Education, the local Career Education Steering Committee acknowledges that the concepts, methods, and structure enhanced by career education are promising curriculum development tools for improving local and intermediate district educational programs.

The key to the continuation and expansion of the career education approach rests with a solid and continuing Professional Development Program. Such a program should include a focus on:

A. Attitudes and understandings of local district boards, administrative, teacher, counselor, and advisory groups.

B. Models for planning and implementing education efforts.

C. Methods used to plan and implement instruction.

D. Methods used to evaluate efforts and improve educational programs.

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS FOR LOCAL DISTRICT CONSIDERATION

Career education related staff development programs should focus on these key local district publics:

A. Local District Board of Education

B. Administrative Team

C. Local District Career Education Advisory Committee

D. Teachers, Counselors, and Support Service Personnel

E. Parents and the Community

RECOMMENDATION #1

The Steering Committee recommends that each public above become aware of:

A. The implications of Public Act 97 and local district career education planning.

B. The meaning of career education and its relationship to the total curriculum effort as well as to daily instructional efforts.

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* Adapted from work done in CEPDs 35, 36, and 47.

C. A curriculum development structure complementary to career education efforts which is adaptable to local district structures.

D. The models, processes, and support systems used in planning and implementing career education, including:

   1. Suggested Guides and Management Plans
   2. Infusion Process
   3. Exploration Program
   4. Career Guidance Process
   5. Occupational Information Systems (such as VIEW)
   6. Resource Guide
   7. Others

RECOMMENDATION #2

Planning and implementing local district career education plans will be based primarily on two factors:

A. Each public identifying its specific role in fulfilling the requirements of the plan.

B. Each public gaining the necessary information and skills needed to achieve the role expected.

This Committee recommends that appropriate professional development programs be identified and implemented which will:

A. Allow each public to identify its role.

B. Allow each public to gain the necessary information and skills to achieve the role expected of it.

C. Allow each public to evaluate its efforts in achieving the role expected of it.

RECOMMENDED STAFF BEHAVIORS TO CONSIDER WHEN DEVELOPING PROFESSIONAL DEVELOPMENT PROGRAMS*

The following behaviors are recommended as the foundation of any local district professional development programs:

1. Helping Relationships

   Staff should be able to demonstrate a willingness to help each other in planning, implementing, and improving classroom instruction, guidance services, and administrative management.

2. Human Growth and Development

   Staff should be knowledgeable of the process of human growth and development and use it as the basis for planning a school curriculum which is realistic, flexible, yet sequential.

3. Goals and Objectives

   Administrators should be able to develop goals and objectives for the major achievements they desire. Teachers, counselors, and support personnel should be able to develop goals and objectives for the critical behaviors they wish learners to achieve in their classrooms.

4. Systematic Procedure for Managing Programs and Instruction

   Staff should be able to plan the management of their programs or instruction by systematically dealing with three questions:

   A. What is it we want to achieve?

   B. What is necessary to achieve it?

   C. How and when will we know we have achieved it?

5. Relating Instruction to Real Life

   Staff should be able to relate the content and methods of their programs and classes to people who use them and how they use them in a wide variety of roles, including: earning a living, being part of a family, serving in a citizen or social role, and within leisure settings.

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* Adapted from work done in CEPDs 35, 36, and 47.

6. Approaches for Implementing Career Education

Staff should become knowledgeable of the models, approaches, and support systems available for implementing career education:

A. A structure for organizing the overall curriculum.

B. Operational models including:
    Infusion Process
    Exploration Program
    Career Guidance Program
    Other

7. Make Application of Home, School, and Community Resources

Staff should be able to identify and make application of home, school, and community resources in planning and implementing instruction, and other related school programs.

ELEMENTS OF A
COMPREHENSIVE CAREER EDUCATION PROGRAM*

A comprehensive Career Education Program should include the following ingredients:

1. A district definition of career education which is adopted and supported by local administrators, teachers, counselors, students, community, and the board of education.

2. A set of local district learner goals for career education.

3. A set of K-12 career education performance objectives linked to the local district goals established.

4. The inclusion of the following elements or strategies to assist ALL staff in the district to help students achieve what has been established in #1 and #2 above:

    A. Formation of a local district Career Education Team (administrators, teachers, counselors, community, students) - a subgroup - or career education steering committee can plan, promote and monitor career education efforts.

    B. Formation of an Advisory Committee to suggest directions for the career education program.

    C. Identification and implementation of Instructional program which utilizes infusion and exploration.

    D. Identification and implementation of comprehensive career Guidance program.

    E. Professional Development of all staff regarding awareness and implementation of the career education concept.

    F. Placement as a program to assist students to plan during and when leaving school.

    G. Evaluation as a component to assess where we are at all times in terms of our goals.

    H. Media as a support system to several of the above elements mentioned.

    I. Occupational Information as a support system to several of the above elements mentioned.

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* Adapted from work done in CEPDs 35, 36, and 47.

ESTABLISHING THE ROLE OF PUBLICS IN CAREER EDUCATION PLANS

RECOMMENDATION FOR LOCAL EDUCATION AGENCIES*

Local districts will be expected to develop and submit career education plans which have been formally approved by their Local Boards of Education. In organizing to develop and implement local career education plans, suggestions are given regarding the roles of the following Local District Publics:

I. Local District Board of Education

  A. Adopts an annual local district career education plan.

  B. Monitors progress of the plan as needed.

  C. Commits local district monies and human resources to the implementation of the career education plan adopted as needed.

  D. Annually reviews the effectiveness of the adopted plan and adopts a comprehensive career education plan for the next school year.

II. Superintendent:

  A. Is directly responsible to the Board of Education for the development and implementation of the career education plan.

  B. May choose to delegate the responsibility for the development and possible implementation of the plan to another staff member(s).

  C. May organize a career education steering committee to assist in the planning, implementation, and evaluation of the career education plan.

  D. Budgets funds for career education.

  E. Approves of the plan and the necessary aspects included in it such as inservice programming.

III. Local Career Education Coordinator:

  A. Reports directly to the superintendent on the progress and status of the career education plan including its development and implementation.

  B. Is responsible for the coordination of all major prerequisite tasks involved in preparing the career education plan, including:

    1. Determination of the objectives sought;

    2. Identification of the activities needed to achieve the objectives sought;

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* Adapted from work done in CEPDs 35, 36, and 47. 258

3. Assignment of responsibilities among specific staff to insure the completion of the objectives;
4. Identification of a timeline for completing activities;
5. Identification of cost allocation to implement the plan;
6. Evaluation of the plan's effectiveness;
7. Identification of recommendations to be included in the plan for the coming year; and
8. Monitoring the implementation of the plan.

C. Works directly with the principal and staff of each building involved in the development and possible implementation of the plan in matters of curriculum revision, procurement of supportive services and resources, and inservice programming.

IV. K-12 Career Education Steering Committee:

A. Makes recommendations regarding:

1. The meaning of career education for the district and its relationship to the existing curriculum effort;
2. The activities to be initiated with local school publics in assisting them to understand and accept career education;
3. A career education plan including a review of the goals and objectives sought;
4. The evaluation and assessment of the effectiveness of the plan in achieving the objectives sought; and
5. Changes for each subsequent year.

V. Building Principals:

A. Assists in the overall development of the plan.

B. Are responsible for the implementation of the career education plan within their buildings.

C. Provides an environment which promotes curriculum change and reinforces staff efforts to implement the plan.

VI. Local District Teachers and Counselors

A. Participate in programs designed to assist them to better understand and use the concepts of career education.

B. Participate in:

1. Identifying goals, exit competencies, and objectives;

2. Learning how to use a planning and implementation model to assist in the achievement of the goals and objectives;

3. Developing and implementing career education lessons in the classroom and in the career guidance program;

4. Identifying how teachers and counselors can work together to deliver career education concepts and;

5. Suggesting changes for subsequent year plan.

VII. Citizen's Advisory Committee

A. Makes recommendations regarding:

1. a definition of career education

2. goals for career education programming

3. expanding school and community career education efforts

4. resource materials

5. evaluations strategies

6. priorities for annual planning

ESTABLISHING A SET OF LOCAL DISTRICT LEARNER GOALS WHICH INCLUDE CAREER DEVELOPMENT AND CAREER PREPARATION GOALS*

A LAUNDRY LIST OF SUGGESTED STEPS*

IDENTIFY WHAT YOU WANT TO ACHIEVE

1. What will your goals look like? What minimal things will they include? Establish these points of reference.

2. How will you use the goals once established? Establish these points of reference.

3. Who will have to approve of these goals if they are to be useful to the local district? Establish these points of reference.

IDENTIFY YOUR PRESENT STATUS TO THE ABOVE

1. Does your district already have a set of goals? Check this out.

2. Do the district goals need to be revised to include the minimum things you've established, or do you need to establish a set of local district learner goals? Review several goal setting processes to determine which will get you the kind of goals you want.

3. Do you have access to resource help (time and money)? Relate these limitations to the goal setting processes you'd like to use.

4. Have you determined who will be involved in the process? Your resources will likely limit this part of your planning. School district philosophy regarding such matters may also suggest limitations (keeping things inside the school). Check this out.

5. Is there some established procedure through the chain of command regarding gaining approval for the goals you may establish? Check this out.

6. Who will actually oversee the establishment of the goals? Will it be your steering committee, or a subcommittee, or the curriculum committee? Identify who would be the logical group.

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* Adapted from work done in CEPDs 35, 36, and 47.

DEVELOP AND IMPLEMENT A PLAN TO ESTABLISH GOALS

1. Decide upon the appropriate goal setting process and identify the number of process steps involved.

2. Decide who will be involved in the process (board members, administration, teachers, support personnel, parents, students, community).

3. Decide specifically how the publics will be involved (mail surveys, have small group meetings, other approaches).

4. Establish timelines for each specific step in the process and detail the planning needed to complete each step (identify where and how the step will be accomplished, reserve rooms, notify people, print materials, send out surveys, compile results).

5. Identify the methods and content to be included in communication on this task. Identify the publics who will receive the communications.

6. Double check to see you have the resources (time and money) to complete the plan (if necessary review the plan with your chief administrator and gain his or her approval).

7. Implement the plan.

TAKING THE NEXT STEPS

1. Obtain approval for the goals established by the above process from the local district board of education or other local district decision-making body.

2. Go back to your planned outline regarding "how you will use the goals and determine your next steps of action."

3. Communicate to all school staff the goals that have been established, how they can be used, possibly examples showing how they can be used, and the next steps in the process.

ESTABLISHING STARTER LISTS OF CAREER EDUCATION PERFORMANCE OBJECTIVES

Some Helpful Hints*

- Identify what the career education performance objectives will consist of and how they will be used by staff and students.

- Gather available information on career education performance objectives. Some sources could include:
  - -- Local District developed objectives.
  - -- MDE Task Commission Objectives for academic areas.
  - -- MDE Career Development Performance Indicators.
  - -- Vocational Education Objectives.
  - -- Others as identified.

- Identify ways to develop the Starter Lists. Some could include:
  - -- Career Education Steering Committee takes on the assignment.
  - -- Use sub-committees of the existing Curriculum Council.
  - -- Form Special Teacher and/or Administrator Task Committees.
  - -- Establish a system for gathering information from teachers who implement career education instruction through development of goals and objectives.
  - -- Have staff from one building develop objectives.
  - -- Others as identified.

- Concentrate on a specific area of emphasis such as:
  - -- Limiting the grade level areas considered.
  - -- Limiting the subject matter areas considered.
  - -- Limiting the career development areas considered.
  - -- Including only those teachers and administrators volunteering for the activity.

- Assess the level of understanding of the group involved regarding the "writing" of performance objectives.

- Bring the group of staff to be involved together and:
  - -- Determine what will be achieved. What areas will be considered for starter list development. How many objectives will be identified or written.
  - -- Determine the approaches to be used to accomplish the task such as group work meetings, individual effort, or other approaches.
  - -- Determine the format to be used in writing the objectives.
  - -- Determine what additional inservice help might be needed such as "how to write performance objectives."
  - -- Determine how the completed starter lists will be used.
  - -- Determine the timelines for monitoring progress and insuring completion of the task.

- Periodically check with involved staff, giving encouragement, support and getting additional information, materials, etc. as requested so job can be completed and on time.

- Be sure to thank involved staff when job is completed and see they are given visibility in the District for their efforts.

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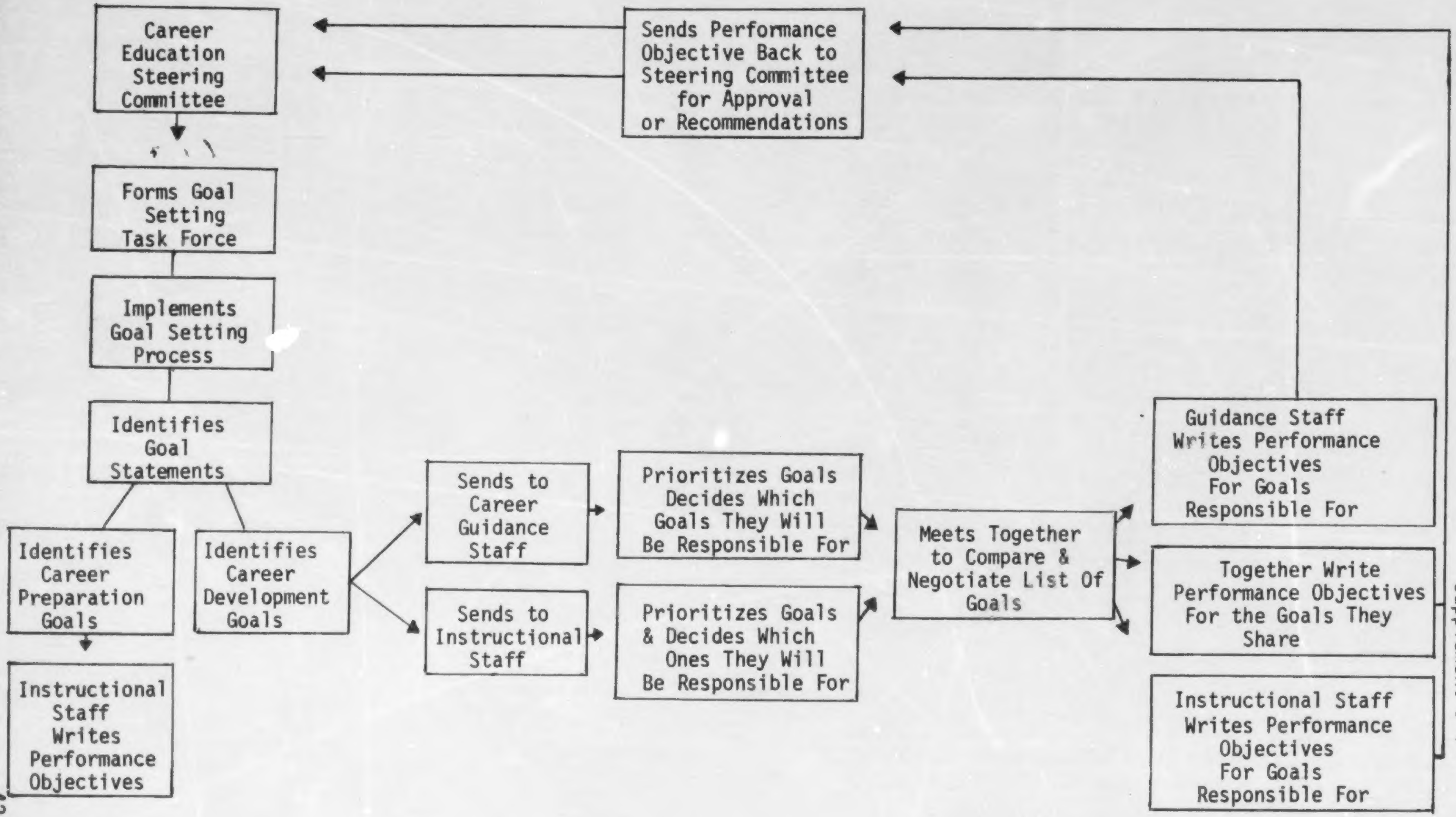
* Adapted from work done in CEPDs 35, 36, and 47.

FLOW CHART FOR DETERMINING GOAL RESPONSIBILITY*


Career Education Steering Committee
Sends Performance Objective Back to Steering Committee for Approval or Recommendations
Forms Goal Setting Task Force
Implements Goal Setting Process
Identifies Goal Statements
Identifies Career Preparation Goals
Identifies Career Development Goals
Instructional Staff Writes Performance Objectives
Sends to Career Guidance Staff
Sends to Instructional Staff
Prioritizes Goals Decides Which Goals They Will Be Responsible For
Prioritizes Goals & Decides Which Ones They Will Be Responsible For
Meets Together to Compare & Negotiate List Of Goals
Guidance Staff Writes Performance Objectives For Goals Responsible For
Together Write Performance Objectives For the Goals They Share
Instructional Staff Writes Performance Objectives For Goals Responsible For

supplement J-1

* Process Guide for Career Guidance, Michigan Department of Education.

Setting goals

Step III of the program assessment involves setting goals. This is a local school district responsibility and should be a prerequisite to developing an educational program. Career education is based on a concept of analyzing what educators do in terms of what students need. One important way of finding out what students need is to ask staff, students, parents and community persons--the users of the educational system should have a voice in determining the educational goals of the district.

It is important to remember that once goals are determined, local districts should next consider the development of learner outcomes and the design of implementation programs.

sample instruments

Sample instruments for setting goals are presented in this section.

A goal setting process can do several things:

1. It can identify those student outcomes which participants consider important.
2. It can identify what groups should be contributing to the achievement of those goals: the home, school, and/or community.
3. It can identify how well these groups are presently doing in helping students achieve goals.

Based on the results of goal setting processes, a district can begin to look at its program offerings and curriculum to see if it does or can achieve the goals identified by the district as being important. Weaknesses can be identified and plans established for making necessary modifications.

staff development

The staff development implications for goal setting are that the local career education coordinators and committees be familiar with goal setting processes, that they understand how to formulate and utilize career education goals and performance indicators.

The following samples, Supplements K-P, are goal setting processes that can be modified to suit the needs of various local agencies.

SAMPLE GOAL SETTING FORMS

supplement K: MDE Goal Setting Process: Revised survey form (see Handbook For Implementation, Resource Section--Goal Setting for directions, data collecting and tabulation procedures. These suggested procedures will be useful no matter which instrument you decide to use.)

supplement L: CEPD 5 Goal Setting Process

supplement M: River City Goal Setting Process: was devised by The American College Testing Program. Added items (such as #61-67) make it a more comprehensive survey of student needs.

supplement N: Godwin Heights: Needs Assessment

supplement O: Forest Hills Needs Assessment

supplement P: Kent City Community Schools Needs Assessment

Michigan Department of Education

Goal Setting Process

Supplement K

supplement K-1

IMPORTANT INDIVIDUAL TRAITS

Directions: While reading each item on this form, ask yourself this question: "To what extent is this trait or skill important to me as I live my life?" Check the box that most closely describes your opinion. On the final page please add any further traits you feel are important.				In developing the following traits I feel the schools are:		
The following traits or skills are:	Very Important	Important	Not Important	Completely Effective	Effective	Doing Very Little
1. ability to perform mathematical operations and to handle math concepts						
2. knowledgeable about personal characteristics as well as those of others						
3. ability to comprehend ideas through reading and writing						
4. recognition that self-development is a life long process						
5. ability to communicate ideas through reading and writing						
6. understanding individual and group aspects of behavior						
7. having personal values and approaches to living that are enriched by experience in the physical sciences, social sciences, humanities, and creative arts						
8. possess and apply interpersonal skills						
9. have good safety and health habits						
10. able to identify and explore a variety of alternative occupational roles and settings						

The following traits or skills are:	Very Important	Important	Not Important	Completely Effective	Effective	Doing Very Little
11. have employability skills						
12. have a saleable skill						
13. recognition of various educational alternatives and how they might apply those opportunities						
14. understanding the value systems, cultures, customs, and histories of their own heritage as well as of others						
15. having decision-making skills						
16. assuming increasing responsibility for learning						
17. having the knowledge and the skills necessary to implement career plans						
18. having the knowledge and respect necessary for the appreciation, maintenance, protection, and improvement of the physical environment						
19. understanding of the life roles (occupational, leisure, citizen, and family) of man						
20. ability to apply rational, intellectual processes to the identification, consideration, and solution of problems						
21. having the necessary skills to make modifications in career plans to maintain consistency with changing career goals						

The following traits or skills are:	Very Important	Important	Not Important	Completely Effective	Effective	Doing Very Little
22. valuing human differences, understand and act in a responsible manner on current social issues, and to participate in society and government while seeking to improve them						

supplement K-4

PROGRAM ANALYSIS

Directions: Following are traits or skills which people feel are important to be developed. Based on what you know about the present school program, please check (✓) the box which best describes your opinion.

"How well are the schools doing in developing these traits/skills?"	Very Effective	Effective	Doing Little	Doing Nothing
1. knowing how to use your strengths and weaknesses				
2. understanding what is important to you and to others				
3. recognizing that responsibilities of men and women may change				
4. recognizing bias and prejudice				
5. know what makes you different from others				
6. understanding that there are acceptable ways to live with changes that may come in your life				
7. knowing how a person can help make changes in a group, a culture, or society				
8. knowing where to find employment, social, and leisure activities				
9. knowing how change affects job opportunities				
10. knowing how to obtain information about occupations and job opportunities				
11. recognizing that there are different educational programs available which will aid in career development and personal developments				

"How well are the schools doing in developing these traits/skills?"	Very Effective	Effective	Doing Little	Doing Nothing
12. recognizing your responsibilities as a citizen				
13. recognizing how mass media (radio, television, newspapers, magazines, books, etc) affects your life				
14. recognizing how life continually changes				
15. knowing what may happen because of a decision				
16. being able to think of different courses of action for any given situation				
17. being able to explain how to make decisions				
18. being able to spend money wisely				
19. being able to understand and make judgements about what others say and write				
20. choosing leisure time activities suited to you				
21. using decision-making skills for all choices in life				
22. developing a plan for job preparation and personal growth				
23. using educational opportunities to help develop an occupation				
24. using educational opportunities to help personal development				
25. developing a skill that will help you earn money				

"How well are the schools doing in developing these traits/skills?"	Very Effective	Effective	Doing Little	Doing Nothing
26. knowing how to use time wisely				
27. being able to work well with others				
28. being able to develop a plan for getting a job done				
29. knowing how to interview and complete a job application				
30. using any basic skill				
31. knowing what consumer protection services are and how to use them				
32. using simple homemaking and home maintenance skills				
33. getting a job which suits your interest and ability				
34. using and managing a variety of financial resources (banks, credit unions, insurances, etc.)				
35. experience, short or long term, in a situation chosen as a result of a decision you made				
36. exploring a job which you are interested in				

supplement K-7

WHO IS RESPONSIBLE?

Directions: The following are traits or skills that people feel are important to be developed. Place a check (✓) under the heading which you feel should carry the major responsibility for developing these traits.

Who has the major responsibility?	Home	School	Community (Clubs, church, neighborhood, etc.)
1. knowing how to use your strengths and weaknesses			
2. understanding what is important to you and to others			
3. recognizing that responsibilities of men and women may change			
4. recognizing bias and prejudice			
5. know what makes you different from others			
6. understanding that there are acceptable ways to live with changes that may come in your life			
7. knowing how a person can help make changes in a group, a culture, or society			
8. knowing where to find employment, social, and leisure activities			
9. knowing how change affects job opportunities			
10. knowing how to obtain information about occupations and job opportunities			

Who has the major responsibility?	Home	School	Community (Clubs, churches, neighborhood, etc.)
11. recognizing that there are different educational programs available which will aid in career development and personal developments			
12. recognizing your responsibilities as a citizen			
13. recognizing how mass media (radio, television, newspapers, magazines, books, etc.) affect your life			
14. recognizing how life continually changes			
15. knowing what may happen because of a decision			
16. being able to think of different courses of action for any given situation			
17. being able to explain how to make decisions			
18. being able to spend money wisely			
19. being able to understand and make judgements about what others say and write			
20. choosing leisure time activities suited to you			
21. using decision-making skills for all choices in life			
22. developing a plan for job preparation and personal growth			

Who has the major responsibility?	Home	School	Community (Clubs, churches, neighborhood, etc.)
23. using educational opportunities to help develop an occupation			
24. using educational opportunities to help personal development			
25. developing a skill that will help you earn money			
26. knowing how to use time wisely			
27. being able to work well with others			
28. being able to develop a plan for getting a job done			
29. knowing how to interview and complete a job application			
30. using any basic skill			
31. knowing what consumer protection services are and how to use them			
32. using simple homemaking and home maintenance skills			
33. getting a job which suits your interest and ability			
34. using and managing a variety of financial resources (banks, credit unions, insurances, etc.)			
35. experience, short or long term, in a situation chosen as a result of a decision you made			
36. exploring a job which you are interested in			

CEPD 5

Goal Setting Process

Supplement L

Dear

The Board of Education needs your help.

Last year your school began a program of annual planning of school services. The purpose of the program is to insure that every student graduating from our school is prepared to take the next step toward a good and happy life - whether that be continuing school or beginning work.

To do this we need to know what kind of learning you think is important and how well children are learning. Your answers to the questions on the next few pages will help us in our planning.

We will keep you informed regarding both our progress in planning and the results of this survey.

DIRECTIONS

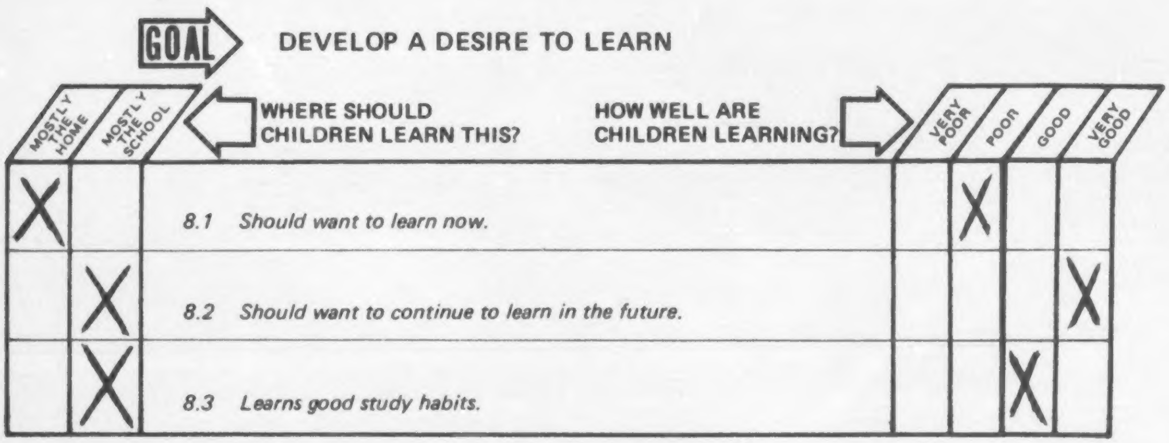
LISTED ON THE NEXT FOUR PAGES ARE SIXTEEN (16) VERY GENERAL GOALS OR REASONS FOR SCHOOL. PLEASE ANSWER THE THREE OR FOUR QUESTIONS LISTED AFTER EACH GOAL.

SEE EXAMPLE BELOW

Step 1

READ THE GOAL

The GOAL, or Purpose of School, is what children and students should learn at school.



GOAL DEVELOP A DESIRE TO LEARN

WHERE SHOULD CHILDREN LEARN THIS?

HOW WELL ARE CHILDREN LEARNING?

MOSTLY THE HOME	MOSTLY THE SCHOOL		VERY POOR	POOR	GOOD	VERY GOOD
X		*8.1 Should want to learn now.*		X		
	X	*8.2 Should want to continue to learn in the future.*				X
	X	*8.3 Learns good study habits.*			X	

Step 2

READ THIS

Listed here are things children learn to reach the GOAL

Step 3

WE AGREE WITH YOU

Both the School and the Home help children learn.

But, for each learning listed, we need your opinion as to who is most responsible.

Step 4

PLEASE

In your opinion, how well are children learning in each area listed?

GOAL CHILDREN SHOULD LEARN HOW TO BE A GOOD CITIZEN

WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING? 1

MOSTLY THE HOME	MOSTLY THE SCHOOL		VERY POOR	POOR	GOOD	VERY GOOD
		1.1 Learn to respect the rights and property of others.				
		1.2 Learn how to vote.				
		1.3 Learn about government and how it works.				

GOAL CHILDREN SHOULD GAIN A (BASIC) EDUCATION

WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING? 2

MOSTLY THE HOME	MOSTLY THE SCHOOL		VERY POOR	POOR	GOOD	VERY GOOD
		2.1 Learn general arithmetic.				
		2.2 Learn to read.				
		2.3 Learn to write.				
		2.4 Learn to listen.				
		2.5 Learn to speak.				

GOAL CHILDREN SHOULD GAIN A (GENERAL) EDUCATION

WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING? 3

MOSTLY THE HOME	MOSTLY THE SCHOOL		VERY POOR	POOR	GOOD	VERY GOOD
		3.1 Learn mathematics.				
		3.2 Learn social studies.				
		3.3 Learn science.				
		3.4 Learn art.				
		3.5 Learn music.				
		3.6 Learn literature.				

GOAL CHILDREN SHOULD LEARN TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY.

WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING? 4

MOSTLY THE HOME	MOSTLY THE SCHOOL		VERY POOR	POOR	GOOD	VERY GOOD
		4.1 Learn about the governments of other people.				
		4.2 Learn about the culture of other people.				
		4.3 Learn why people may be different.				

supplement L-4

5 **GOAL** CHILDREN SHOULD LEARN HOW AND WHY CHANGE TAKES PLACE IN THE WORLD.

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		5.1 Learn how and why our society has changed.				
		5.2 Learn how and why the world has changed.				
		5.3 Learn how to deal with change.				

6 **GOAL** CHILDREN SHOULD LEARN FAMILY LIVING.

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		6.1 Learn to respect and value family living.				
		6.2 Learn the responsibility of being a family member.				
		6.3 Learn about food, clothing and shelter needs of a family.				
		6.4 Learn how to budget for a family.				

7 **GOAL** STUDENTS SHOULD LEARN SKILLS NEEDED FOR EMPLOYMENT.

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		7.1 Learn skills needed to get a job.				
		7.2 Learn good work habits.				
		7.3 Learn how to get along with employer and fellow employees.				

8 **GOAL** DEVELOP A DESIRE TO LEARN

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		8.1 Should want to learn now.				
		8.2 Should want to continue to learn in the future.				
		8.3 Learns good study habits.				

GOAL LEARN HOW TO USE LEISURE TIME

9

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		9.1 Learn indoor and outdoor games.				
		9.2 Learn the recreational value of arts and crafts.				
		9.3 Learn the recreational value of music.				
		9.4 Learn the recreational value of literature.				
		9.5 Learn different hobbies.				
		9.6 Learn summer and winter sports.				

GOAL LEARN HOW TO FIND JOBS

10

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		10.1 Students to get help in finding jobs.				
		10.2 Students learn of job requirements.				
		10.3 Students are told of job opportunities.				
		10.4 Students learn how to apply for a job.				

GOAL LEARN HOW TO GET MORE EDUCATION OR TRAINING

11

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		11.1 Students get help in applying for college, technical or trade school.				
		11.2 Students are made aware of further education and training opportunities.				
		11.3 Students get help in applying for scholarships, grants and loans.				
		11.4 Students are told of requirements for further training.				

GOAL LEARN TO APPRECIATE CULTURE AND BEAUTY

12

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		12.1 Learn how art, music and literature help in daily living.				
		12.2 Learns special skills in art, music and literature.				
		12.3 Learns how to develop talent.				

GOAL LEARNS GOOD HEALTH AND SAFETY HABITS

13

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		13.1 Learn how to keep physically fit.				
		13.2 Learns good personal health habits.				
		13.3 Learns safety practices for work, home, and recreation.				

GOAL TO LEARN ABOUT THEMSELVES

14

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		14.1 Accept responsibility for their behavior.				
		14.2 Learn good personal values.				
		14.3 Learn how they are alike and different from others.				
		14.4 Learn what their interests and abilities are.				
		14.5 Learn a sense of purpose in life.				

GOAL LEARNS ABOUT CAREERS

15

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		15.1 Learns about choice of occupation and the purpose of education, work, leisure, family development.				
		15.2 Learns about choice of occupation and the cost of leisure and family activities.				
		15.3 Learns about personal satisfaction in work, education, leisure, family and citizen involvement.				

GOAL LEARNS HOW TO MAKE DECISIONS

16

MOSTLY THE HOME	MOSTLY THE SCHOOL	WHERE SHOULD CHILDREN LEARN THIS? HOW WELL ARE CHILDREN LEARNING?	VERY POOR	POOR	GOOD	VERY GOOD
		16.1 Learn how to gather information.				
		16.2 Learn how to accept responsibility for their own choice.				
		16.3 Learn to foresee and prepare for situations in which they will have to make a decision.				

supplement L-7

PLEASE MARK
THE FIVE (5) MOST IMPORTANT GOALS WITH AN [X]

☐ CHILDREN SHOULD LEARN HOW TO BE A GOOD CITIZEN
☐ CHILDREN SHOULD GAIN A (BASIC) EDUCATION
☐ CHILDREN SHOULD GAIN A (GENERAL) EDUCATION
☐ CHILDREN SHOULD LEARN TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY
☐ CHILDREN SHOULD LEARN HOW AND WHY CHANGE TAKES PLACE IN THE WORLD
☐ CHILDREN SHOULD LEARN FAMILY LIVING
☐ STUDENTS SHOULD LEARN SKILLS NEEDED FOR EMPLOYMENT
☐ DEVELOP A DESIRE TO LEARN
☐ LEARN HOW TO USE LEISURE TIME
☐ LEARN GOOD HEALTH AND SAFETY HABITS
☐ TO LEARN ABOUT THEMSELVES
☐ LEARN ABOUT CAREERS
☐ LEARN HOW TO MAKE DECISIONS
☐ LEARN HOW TO FIND JOBS
☐ LEARN HOW TO GET MORE EDUCATION OR TRAINING
☐ LEARN TO APPRECIATE CULTURE AND BEAUTY

PLEASE MARK
THE FIVE (5) LEAST IMPORTANT GOALS WITH AN [X]

☐ CHILDREN SHOULD LEARN HOW TO BE A GOOD CITIZEN
☐ CHILDREN SHOULD GAIN A (BASIC) EDUCATION
☐ CHILDREN SHOULD GAIN A (GENERAL) EDUCATION
☐ CHILDREN SHOULD LEARN TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY
☐ CHILDREN SHOULD LEARN HOW AND WHY CHANGE TAKES PLACE IN THE WORLD
☐ CHILDREN SHOULD LEARN FAMILY LIVING
☐ STUDENTS SHOULD LEARN SKILLS NEEDED FOR EMPLOYMENT
☐ DEVELOP A DESIRE TO LEARN
☐ LEARN HOW TO USE LEISURE TIME
☐ LEARN GOOD HEALTH AND SAFETY HABITS
☐ TO LEARN ABOUT THEMSELVES
☐ LEARN ABOUT CAREERS
☐ LEARN HOW TO MAKE DECISIONS
☐ LEARN HOW TO FIND JOBS
☐ LEARN HOW TO GET MORE EDUCATION OR TRAINING
☐ LEARN TO APPRECIATE CULTURE AND BEAUTY

COMMENTS:

Radio Publicity
to accompany CEPD 5 Goal Setting/ Needs Assessment

question 1 What is the purpose of the survey?

answer 1.1 The community and parents are now asking as never before for schools to justify their programs and the high costs needed to keep them operating.

Most of the concern or criticism is leveled at:

a) increasingly high costs

b) low achievement (basic skills)

c) students lack of preparation for the real world and everyday life

1.2 In some ways this survey is a response to criticism. We as educators have two choices:

a) We can go on the defensive and say, "We are doing a good job, people just don't know it!"

or

b) We can take action to find out exactly where we are doing a good job in preparing our young people for life after graduation and, equally important, where we can stand some improvement.

question 2 Is criticism of schools the only reason for this survey?

answer 2.1 no

2.2 As educators, we must be alert to the demands that a changing society makes upon our children.

We live in a period of rapid change, where advances in science and technology have created a world vastly different from the one we knew only a decade ago.

However, our schools, like other institutions, can often lag behind the pace of the changing times and fail to keep in step with the realities of the world around them.

We want to be ready to modify our approach and change directions whenever necessary, so that what our schools teach is relevant to the needs of today's students. To do this we need help from the parents and community we serve. This survey is a first step.

2.3 We must not be afraid to ask ourselves and the community, parents and people we serve:

a) Does everything we offer help children fulfill their potentials or are some aspects of our program designed merely to perpetuate the system?

b) How well is our school preparing children to lead useful, productive and satisfying lives?

c) Is education completed with graduation or are we responsible for stimulating a thirst for knowlege and self-improvement that will lead to continuous learning throughout adult life?

d) Should schools help children learn about themselves, about careers, how to makes decisions and plans?

e) We are certain that only by offering programs that equip students with the knowleges, skills and attitudes necessary for lifelong growth can we justify our roles as educators.

question 3 What will be the result of this survey?

answer 3.1 One of the ways for us to insure that what we offer is really meeting student needs and is consistent with what parents and the community expect is to periodically determine what our school's goals are and how well we are meeting them.

3.2 This survey will tell whether our school services and curriculum need modification and in what direction. As soon as the data is tallied we will begin preparing our annual plan for the next school year. Included in the plan will be activities designed to make whatever adjustments the survey results indicate.

3.3 This survey will help us identify the strengths and weaknesses of our educational program as seen by a broad spectrum of community users - students, former students, parents, employers and other residents of the district - and will enable us to set new goals and adjust existing programs for the total system.

RIVER CITY: GOAL SETTING PROCESS

A CONCEPTUAL MODEL

Supplement M

ACT
Educational Programs and Services

289

NEEDS ASSESSMENT SURVEY

To plan school and community activities that will serve you, we need your help!

Please respond to each item by indicating first how important the need is to you and second how well that need is being met, not just by the guidance counselor but by anyone--your parents, teachers, friends, etc.

Name______________________________________

Grade______________________________________

Directions

In the columns on the left of the double line, mark an X in the box which best describes how important the need is to you.

In the columns on the right of the double line, mark an X in the box which best describes how well that need is being met for you.

Mark a response in the left column and in the right column for each of the 67 needs listed.

EXAMPLE

I need;	Strong Need	Moderate Need	Weak Need	No Need	Need Being Met	Need Partially Being Met	Need Not Being Met
to learn how to develop independence	X					X	

supplement M-3

RIVER CITY HIGH SCHOOL GUIDANCE SERVICES

NEEDS ASSESSMENT SURVEY

I need;	Strong Need	Moderate Need	Weak Need	No Need	Need Being Met	Need Partially Being Met	Need Not Being Met
1. to understand my abilities, interests and other characteristics							
2. to understand, accept, and like myself better							
3. to develop confidence in myself							
4. to understand how my feelings affect my behavior							
5. to be more accepting of my physical appearance							
6. to set my goals in life							
7. to learn to tell others how I feel							
8. to be a better listener and respond better to others							
9. to state my own views							
10. to better understand teachers							
11. to better understand adults							
12. to become more accepting of others							

supplement M-4

I need;	Strong Need	Moderate Need	Weak Need	No Need	Need Being Met	Need Partially Being Met	Need Not Being Met
13. to build trusting relationships with others							
14. to have someone listen to me when I have problems							
15. to know how to get along with my family							
16. to have better relationships with teachers							
17. to have better relationships with other students							
18. to know how to get along with members of the other sex							
19. to develop friendships with both sexes							
20. to understand my religious beliefs							
21. to understand more about sex and love							
22. to understand more about the use/abuse of drugs, including alcohol							
23. to become more tolerant of persons whose views differ from mine							
24. to know more about my strengths and weaknesses							
25. to better understand my standardized test scores							

supplement M-5

I need;	Strong Need	Moderate Need	Weak Need	No Need	Need Being Met	Need Partially Being Met	Need Not Being Met
26. to understand what I can realistically achieve							
27. to know how to assess and evaluate my goals							
28. to learn how to make decisions							
29. to learn how to adapt to a changing world							
30. to understand the impact of my sex and/or race on my career choice							
31. to understand the changing roles and expectations of men and women							
32. to select more courses by myself							
33. to know more about high school graduation requirements							
34. to find courses relevant to my future							
35. to receive help in selecting courses							
36. to find courses which are appropriate to my needs.							
37. to know how to prepare for careers in which I am interested							
38. to know how the courses I am taking relate to my career plans							

I need;	Strong Need	Moderate Need	Weak Need	No Need	Need Being Met	Need Partially Being Met	Need Not Being Met
39. to know about financial aids for postsecondary education							
40. to become more aware of educational alternatives after high school							
41. to become aware of career training offered in my high interest areas							
42. to understand the impact of work on my life							
43. to know how the things that are important to me affect my career choice							
44. to know more about possible careers and the world of work							
45. to talk with people employed in my high interest areas							
46. to get some on-the-job experience in my high interest areas							
47. to do an in-depth exploration of jobs which relate to my interests and abilities							
48. to have actual on-the-job experience to know what it is like to be employed							
49. to know how important people influence my career choice							
50. to develop a flexible career plan							

supplement M-7

I need;	Strong Need	Moderate Need	Weak Need	No Need		Need Being Met	Need Partially Being Met	Need Not Being Met
51. to talk to a counselor about career plans								
52. to have my parents involved in my career plans								
53. to know what jobs are available locally								
54. to know where to start looking for a job								
55. to know how to apply and interview for jobs								
56. to obtain part-time and/or summer work								
57. to become aware of the employment outlook in my high interest areas								
58. to get to know my counselor better								
59. to talk about personal concerns with a counselor								
60. to become more fully aware of the services available through the guidance program								
61. to understand what I read								
62. to read faster								
63. to write better								

I need;	Strong Need	Moderate Need	Weak Need	No Need	Need Being Met	Need Partially Being Met	Need Not Being Met
64. to improve math skills							
65. to manage my time and activities							
66. to understand my roles as family member and citizen							
67. to explore leisure time activities							

List below any additional needs you feel are important to you and the degree to which they are being met.

Data Tabulation

Several techniques could be employed to analyze the student assessment data. At River City it was determined that two questions needed to be addressed:

1. What are the strongest needs of the students at River City High School?
2. How adequately are the "high need" areas currently being met?

To answer these two questions, it was necessary to determine the relative strength of each item and category and to establish how well a need or category of needs was being met for students indicating a "strong" or "moderate" strength of need.

To obtain these data, it was necessary to tally the responses for each item.

EXAMPLE

	NEED RESPONSES					SATISFACTION RESPONSES			
ITEM	Strong Need	Moderate Need	Weak Need	No Need	TOTAL	Need Being Met	Need Partially Being Met	Need Not Being Met	TOTAL
					81				46
1	𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 |	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	𝍸		𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 |	𝍸 𝍸	

These data were then transferred to a summary sheet.

In the example above, of the 81 students responding to item 1, 20 indicated a "strong" need, 26 indicated a "moderate" need, 30 a "weak" need, and 5 "no need". Of the 46 students who indicated they had a "strong" or "moderate" need, 10 indicated it was being "met", 26 indicated it was being "partially met," and 10 indicated it was "not being met."

These data provide the basis for computing a "Need Index" (NI) and a "Not Met Index" (NMI) for each item and category. The Need Index is calculated by dividing the number of students who indicated a "strong" or "moderate" need by the total number of responses ($NI=\frac{S+M}{N}$). The NI indicated the percentage of the total group who gave a "strong" or "moderate" need response.

The Not Met Index (NMI) is calculated by dividing the number of students who gave a "partially met" or "not met" response by the total number of satisfaction responses $NMI=\frac{PMet+NMet}{N}$.

Establishing Priorities

The Need Index (NI) and the Not Met Index (NMI) are essential data for establishing priorities. Several techniques can be used to convert these index numbers to a priority classification. One method would be to make a direct comparison and, on an a priori basis, establish a ranking for each item within a category and for each category. When the NI and NMI have been computed for each item and category, it is a relatively simple matter to determine the areas that need to be assigned a high priority.

NEED RESPONSES/NI							SATISFACTION RESPONSES (S+M)/NMI					
Item No.	Strong Need	Moderate Need	Weak Need	No Need	N	$\frac{(S+M)}{N}$	Item No.	Need Being Met	Need Partially Being Met	Need Not Being Met	N	$\frac{PM+NOT}{N}$
1	20	26	30	05	81	$\frac{46}{81}$ =.57	1	10	26	10	46	$\frac{36}{46}$ =.78
2	37	27	18	08	90	$\frac{64}{90}$ =.71	2	20	22	22	64	$\frac{44}{64}$ =.69
3	35	26	15	10	86	$\frac{61}{86}$ =.71	3	15	20	26	61	$\frac{46}{61}$ =.75
4	10	12	35	37	94	$\frac{22}{94}$ =.23	4	11	07	04	22	$\frac{11}{22}$ =.50
5	34	25	15	10	84	$\frac{59}{84}$ =.70	5	20	09	30	59	$\frac{39}{59}$ =.66
Cat. 1	136	116	X	X	435	$\frac{252}{435}$ =.58	Cat. 1	X	84	92	252	$\frac{176}{252}$ =.69

According to the preceding data, the Need Index for Item 3 tells us that 71 percent of the junior class felt they needed to develop more self-confidence. The Not Met Index indicates that of those who felt Item 3 was a strong or moderate need, 75 percent felt the need was being partially met or not met. This item would obviously have a high need priority on an idem-by-item comparison.

The technique used to determine category indices is basically the same as that used to determine item indices. The method used is as follows:

METHOD OF DETERMINING A NEED INDEX FOR EACH CATEGORY

Determine the sum of the strong and moderate responses for the category.

Determine the sum of all need responses for the category.

Divide the sum of the strong and moderate need responses by the sum of all need responses.

METHOD OF DETERMINING A NOT MET INDEX FOR EACH CATEGORY

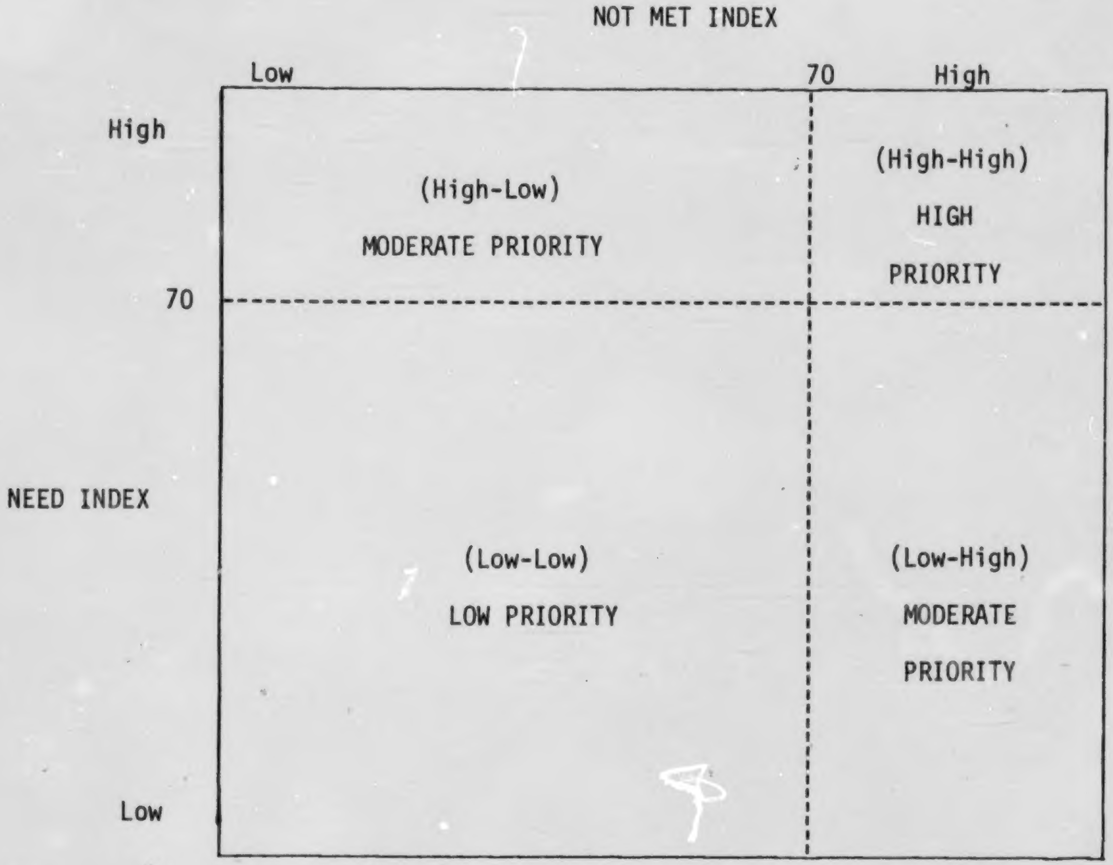
Determine the sum of "partially met" and "not met" responses for the category.

Determine the sum of all satisfaction responses for the category.

Divide the sum of "partially met" and "not met" responses by the sum of all satisfaction responses. This percentage is the Category Not Met Index.

Looking again at the sample Data Tabulation and Index Worksheet tells us that 71 percent of the junior class felt a strong or moderate need to understand and accept self (Item 2). The Category Not Met Index indicates that 69 percent of those felt that need was being "partially met" or "not met." This category would also be given a high priority classification.

Another technique to establish priorities would be to locate the NI number and NMI number in a quadrant as illustrated below.



River City elected to use .70 as the cutting line for the cell divisions. However, these divisional lines could be arbitrarily determined at different points.

In the illustration, Item 1, having a Need Index of .57 and a Not Met Index of .78, has been located in the Low-High cell which would classify it as a moderate priority item. Items 2 and 5 are located in the High-Low cell and would also be given a moderate priority rating. Item 3, located in the High-High cell, would be given a high priority, and Item 4, located in the Low-Low cell, would be given a low priority classification. Category 1 would rank as a low priority. Using the quadrant technique, each item and category could thus be classified as low, moderate, or high priority.

Godwin Heights

Student Needs Survey

Supplement N

supplement N-1

GODWIN HEIGHTS*

STUDENT NEEDS SURVEY

We would like your assistance in an important project to help improve our school's program. As a first step in our project we are asking students, parents and staff to complete the questionnaire below. The questionnaire is aimed at finding out what you see as being needed in our program. One of the primary aspects of a good program is that it responds to the needs of young people. When we know these needs, we will insofar as possible, make every attempt to meet these needs. Your assistance is important to the success of this project. Thank you.

Check one: Male_____ Female_____ Circle your grade 9 10 11 12

Show how important each need is to you by checking the column which shows how you feel.

As a student I need help in;	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. learning more about student activities					
2. finding out about further training or education					
3. learning about financing further training or education					
4. knowing more about my high school records and graduation requirements					
5. getting information on health					
6. understanding my abilities and aptitudes					
7. learning how to get a job					
8. filling out job or college applications					
9. finding out about a career					
10. finding a part-time job while in school					

* adapted from work done in CEPD 32

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As a student I need help in;	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
11. finding a job after graduation					
12. choosing a vocational school or college to attend after high school					
13. choosing a career					
14. choosing high school courses					
15. making decisions					
16. understanding my interests					
17. getting along with other people					
18. understanding myself as a person					
19. getting along with the opposite sex					
20. dealing with personal problems					
21. making friends					
22. developing confidence					
23. getting along with my family					
24. getting along with my teachers					
25. feeling a part of my school					

Additional Comments:

FOREST HILLS

NEEDS ASSESSMENT*

PURPOSE:

Assessing needs is one way for school personnel to systematically evaluate whether school programs need modifying and, if so, the results of an assessment suggest possible directions for program modifications.

Doing a needs assessment is a first step toward designing or redesigning school programs to fit the needs of the persons served by the school or school district.

WHO WILL DO ONE?

Appropriate individuals are asked to respond to specific questions designed to provide data in terms of strengths and weaknesses of the school program.

The following is a list of groups who will be asked to respond to this needs assessment:

1. Citizens curriculum committee.
2. Other citizens.
3. Building administrators.
4. Faculty.
5. Central office administrators.
6. High school students.
7. Board members.

USE OF DATA:

The information gathered through this needs assessment will be used to develop a set of reports. The Board of Education and administrators will use the reports in establishing the direction the district should take.

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* adapted from work done in CEPD 32

supplement O-2

FOREST HILLS PUBLIC SCHOOLS

CHECK ONE:

_____ Citizens curriculum committee member

_____ Building administrator-level (H.S., J.H., Elem.)

_____ Faculty-level (H.S., J.H., Elem.)

_____ Citizen

_____ Central office administrator

_____ Student

_____ Board member

Rating: There are two rating scales in each area. The column on the left of the double line is designed to determine how important the area is in your mind. The column on the right of the double line is designed to determine how well the district is doing in each area as you see it.

Please check ( ) the column which best represents your impression of the degree of importance and the column which indicates how well the school district is doing in achieving the area.

Statements	Not Important	Little Importance	Average Importance	Very Important	Most Important	Poorly	Below Average	Average	Above Average	Superior
1. the skill to read to the best of one's ability										
2. the skill to read and understand literature of various types										
3. the ability to read for recreation										
4. the ability to read a variety of material										
5. the ability to do basic mathematical computations using every day situations										
6. the ability to do higher mathematics										

supplement 0-3

Statements	Not Important	Little Importance	Average Importance	Very Important	Most Important	Poorly	Below Average	Average	Above Average	Superior
7. the ability to spell correctly										
8. the ability to write using proper structure, form and grammar										
9. the ability to communicate ideas in writing										
10. the ability to write creatively										
11. the ability to express ideas through verbal means										
12. the ability to listen critically and analyze what is said										
13. the ability to write legibly										
14. the ability to apply scientific concepts to everyday life										
15. the ability to understand and explain the workings of our system of government										
16. the ability to compare various types of government										
17. the ability to discuss the rights and responsibilities of a good citizen										
18. the ability to relate history to events of today										
19. to be able to make use of sound consumer skills										

Statements	Not Important	Little Importance	Average Importance	Very Important	Most Important	Poorly	Below Average	Average	Above Average	Superior
20. the ability to make minor home repairs										
21. the ability to understand how one can affect changes in organizations										
22. the ability to express oneself through art										
23. the ability to understand art										
24. the ability to create art using a variety of media										
25. the ability to appreciate music										
26. the ability to perform in music										
27. the ability to make intelligent decisions regarding the environment										
28. the ability to understand our surroundings and the impact on each person's life										
29. the ability to know oneself as a human being										
30. the ability to make career choices based on an understanding of ones own abilities										
31. the ability to discuss substance (alcohol, tobacco, and drugs) use and abuse and make sound decisions										
32. the ability to make decisions regarding sex										

Statements	Not Important	Little Importance	Average Importance	Very Important	Most Important	Poorly	Below Average	Average	Above Average	Superior
33. the ability to make personal value judgements										
34. the ability to utilize research skills										
35. the ability to type for personal use										
36. the ability to handle personal finances										
37. the ability to cook basic foods and perform basic mending skills										
38. the ability to use sound health and hygiene practices										
39. to know how to find employment										
40. to be able to use consumer protection services										
41. the ability to analyze advertising										
42. the opportunity to participate in intramural activities										
43. the opportunity to participate in interscholastic athletics										
44. the ability to make curriculum choices based on career aspirations										
45. the ability to recognize ones own unique characteristics										
46. academic counseling										

supplement 0-6

Statements	Not Important	Little Importance	Average Importance	Very Important	Most Important	Poorly	Below Average	Average	Above Average	Superior
47. career counseling										
48. personal counseling										
49. industrial art courses										
50. vocational courses (job entry skill attainment										
51. courses for college bound students										
52. programs for gifted and academically talented students										
53. extra curricular activities										
54. program evaluation										
55. the student testing program										
56. alternative education programs for dropouts and potential dropouts										
57. physical education programs										
58. special reading programs for slow and advanced readers										
59. a variety of enrichment and supplemental materials										
60. a special placement service to help all students find jobs										
61. a written set of objectives for each curriculum area										

Statements	Not Important	Little Importance	Average Importance	Very Important	Most Important	Poorly	Below Average	Average	Above Average	Superior
62. community school leisure time classes										
63. community school high school completion classes										
64. community school college course offerings										
65. special education classes for handicapped students										
66. special services (psychologists, social workers, and speech therapists) to assist students, parents and staff										
67. foreign language offerings at the high schools										
68. foreign language offerings at the elementary schools										
69. foreign language offerings at the junior high school										

KENT CITY COMMUNITY SCHOOLS*

CAREER EDUCATION NEEDS ASSESSMENT

We would like your assistance in an important project to help improve our school's program. As a first step in our project we are asking students, staff, and parents to complete the questionnaire below. Show how important each need is to you by checking the column which shows how you feel.

As a Student I need help in; OR As a Parent, my son or daughter needs help in; OR As a Teacher, my students need help in;	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. developing math skills					
2. learning how to make decisions					
3. dealing with personal problems					
4. developing writing skills					
5. getting along with (one's) parents					
6. developing confidence					
7. developing reading skills					
8. understanding my values and the values of others					
9. making and getting along with friends					
10. talking with teachers and having them understand (me) as a person					
11. realizing that learning and personal growth go on throughout a lifetime					

* adapted from work done in CEPD 32

As a Student I need help in; OR As a Parent, my son or daughter needs help in; OR As a Teacher, my students need help in;	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
12. finding out about a career and what (I) want to do in the future					
13. understanding myself/themselves as a person					
14. planning and choosing course selections					
15. finding a part-time job while in school					
16. finding a job after graduation					
17. developing (my) ability to speak in classes					
18. choosing leisure time activities					

Designing a curriculum management structure

Once goals for a district are determined it is the administrators', teachers' and counselors' responsibility to begin articulating what is happening at each level and in each program to facilitate students meeting each goal. This process can be called curriculum management.

Curriculum management is a strategy for combining a district's philosophy, goals, objectives and activities into a single structure which helps identify what each staff member and program area is taking responsibility for.

The structure also allows staffs to identify weaknesses in the program and focus resources and planning (or inservice) time toward curriculum improvement.

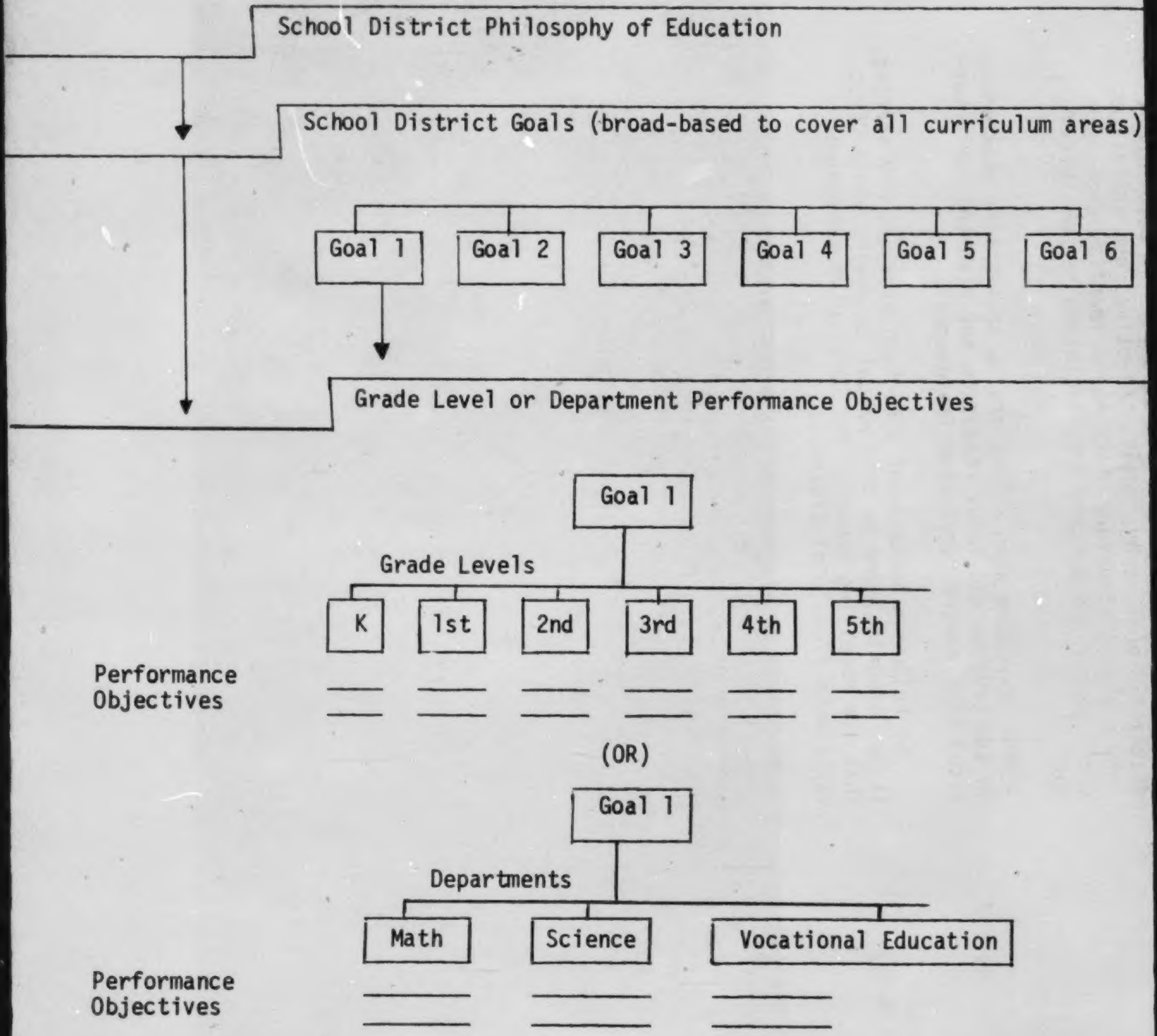
one strategy

The following management structure provides one strategy. It has been included in this manual to assist those CEPDs that are receiving requests for curriculum management assistance from local districts.

participant outcomes

The staff development implications are that the local career education committees are prepared to utilize the curriculum management structure to identify the strengths and weaknesses of their career education program. As weaknesses are identified, local committees and staff can begin identifying strategies, resources, or inservice programs to improve their curriculum offerings.

CURRICULUM MANAGEMENT: A VISUAL OVERVIEW*



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* Developed jointly by CEPDs 35, 36, 47 and MDE

CURRICULUM MANAGEMENT STRUCTURE

This Curriculum Management Structure consists of a series of worksheets which suggest one way of organizing curriculum. It is based on the local district's philosophy of education and the local district's set of learner goals. It is suggested that before a LEA is ready to complete a curriculum management structure, it has 1) stated a philosophy and 2) established a set of learner goals.

Person(s) responsible: The task of planning and completing this Curriculum Management Structure can be handled by the LEA Career Education Coordinator or curriculum specialist and the Steering Committee in conjunction with the local curriculum committee.

Purpose: The purpose of a curriculum management structure is to determine if what is being done at each level is adequate to accomplish local school district goals. The outcome is the identification of curriculum areas which need change. In working to change curruculum, it is important to work cooperatively with the existing curriculum structure within the school.

Directions for Completing the Sample Curriculum Management Structure*

	Activity	Person(s) Responsible	Examples
Step 1	Complete Part 1 of Worksheet 1: School District Philosophy. (Approved by LEA School Board)	LEA Career Education Coordinator	See Sample Worksheet 1 p. 94
Step 2	Complete Part 2 of Worksheet 1: School District Learner Goals. (Approved by LEA School Board)	LEA Career Education Coordinator	See Sample Worksheet 1 p. 95
Step 3	Discuss completed Worksheet I and rest of Curriculum Management Structure with LEA Career Education or curriculum committee.	LEA Coordinator	
Step 4	Make a decision about how to divide staff to identify performance objectives for each district learner goal: - by grade level (Grade Level P.I. Matrix) - by department (Department P.I. Matrix) - combination of the two (i.e., by grade level K-6 and by department 7-12).	LEA Career Education Committee	See Matrix - Option A See Matrix - Option B pp. 96 & 97

*Remember: This is a sample curriculum management structure meant only as a point of departure for local school districts struggling to design their own.

	Activity	Person(s) Responsible	Examples
Step 5	Look at the suggested matrices and worksheets and revise or adapt these to reflect local school district circumstances.		See Matrix - Option A See Matrix - Option B and Worksheets pp. 94-101
Step 6	Devise a strategy for completing the Worksheets (one for each box on the matrix). Possible strategies to be utilized: - a workshop or inservice day - several staff planning periods - a Curriculum Management Structure Night sponsored by the school board.	LEA Career Education Committee	See Worksheet for Matrix - Option A and Worksheet for Matrix - Option B and see completed Sample Worksheets pp. 98-101
Step 7	Complete one Worksheet for each box on the Matrix.	LEA Teachers and Counselors	
Step 8	As each worksheet is completed by staff, a check is made in the appropriate box on the appropriate matrix.	LEA Coordinator	
Step 9	Those boxes in the matrix not checked indicate where curriculum development is needed. Plan is devised for developing curriculum in those areas.	LEA Career Education Committee	

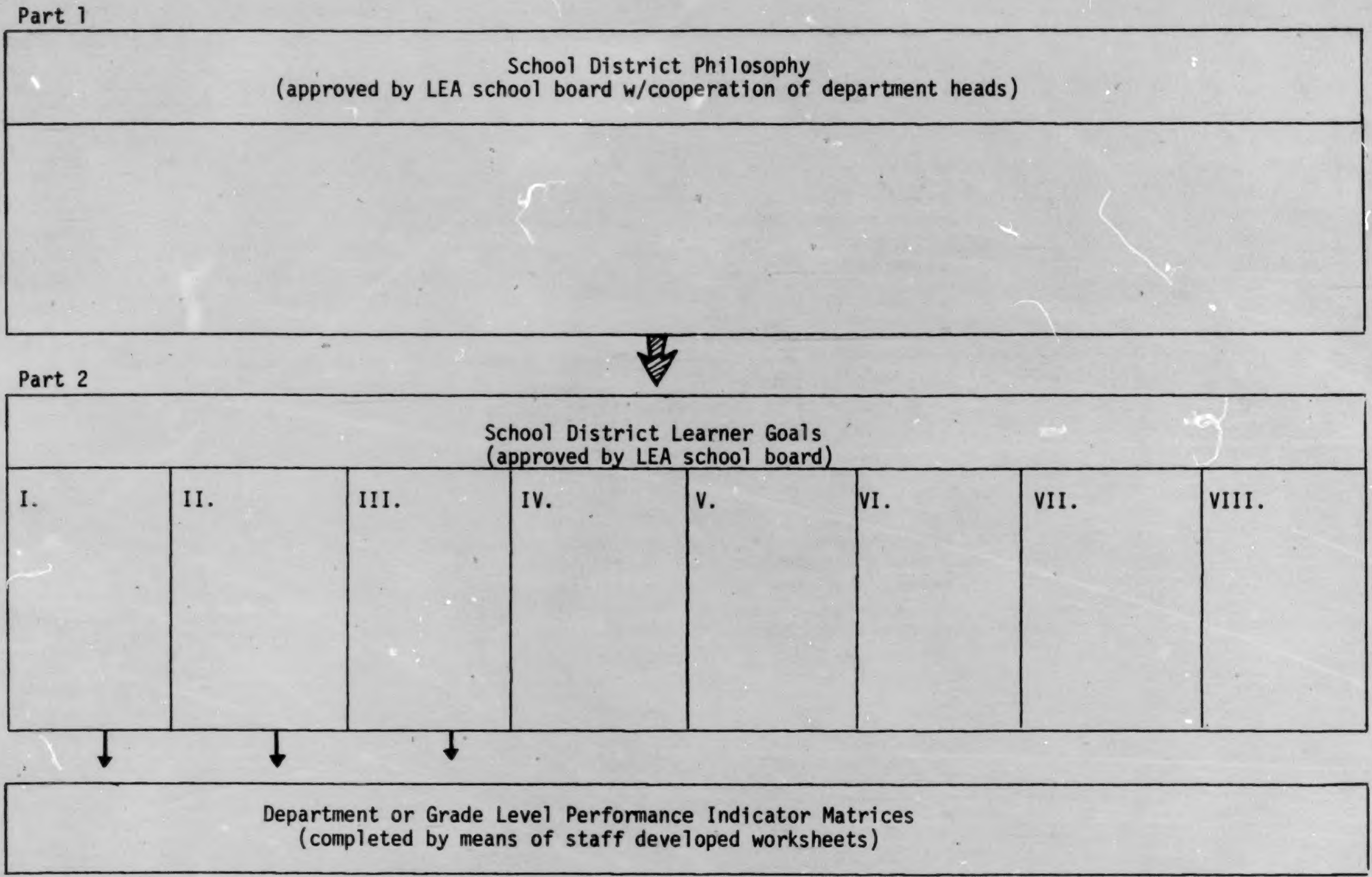
Upon completing this Curriculum Management Structure, there may be some questions raised for the LEA Career Education Committee to deal with:

1) Do the material resources in the school relate to school district goals and aid staff in meeting their objectives?
2) Do the graduation requirements reflect district goals and objectives?
3) Does the district need a more relevant set of exit competencies for students?
4) Is the district making use of its community resources?

A next stage of curriculum management would be to utilize the concept and skills of infusion to identify how district goals can be incorporated into each subject matter/department area and to examine how two or more goals may be delivered together.

WORKSHEET 1

CURRICULUM MANAGEMENT STRUCTURE: AN EXAMPLE


Part 1
School District Philosophy
(approved by LEA school board w/cooperation of department heads)
Part 2
School District Learner Goals
(approved by LEA school board)
I.
II.
III.
IV.
V.
VI.
VII.
VIII.
Department or Grade Level Performance Indicator Matrices
(completed by means of staff developed worksheets)

WORKSHEET 1

CURRICULUM MANAGEMENT STRUCTURE: AN EXAMPLE

Part 1

School District Philosophy
(approved by LEA school board w/cooperation of department heads)

The Board of Education of the _______________ School District recognized that the major role of our school system is to prepare our students to become contributing members of our changing society. We believe that:

- every individual has worth and dignity; he or she is unique and learns in relation to his or her uniqueness and has the right to educational opportunity in order to reach his or her potential.
- our school program should maintain a practical balance between the development of individual capabilities and the acquisition of skills and values necessary to successful living with others.

Our aim is to provide, within the limits of a sound fiscal program, the best educational and enrichment opportunities for both children and adults in accordance with the felt needs of the community.

Part 2

School District Learner Goals
(approved by LEA school board)

I.	II.	III.	IV.	V.	VI.	VII.	VIII.
To acquire ability to perform mathmatical operations.	To acquire the ability to comprehend and communicate ideas through reading and writing.	To acquire knowledge about personal characteristics and value human differences.	To acquire and apply interpersonal skills.	To be able to identify a variety of life-career roles and settings.	To acquire economic understanding and apply consumer skills.	To acquire decision making skills.	To acquire and apply employability and personal planning skills.

Department or Grade Level Performance Indicator Matrices
(completed by means of staff developed worksheets)

(A check in each box indicates a
worksheet has been completed by
staff for that box.)

MATRIX - OPTION A

GRADE LEVEL PERFORMANCE INDICATORS MATRIX

	Goal I	Goal II	Goal III	Goal IV	Goal V	Goal VI	Goal VII	Goal VIII
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Guidance Staff			[redacted]					

(A check in each box indicates
a worksheet has been completed
by staff for that box.)

MATRIX - OPTION B

DEPARTMENT PERFORMANCE INDICATORS MATRIX

Department Staff	Goal I	Goal II	Goal III	Goal IV	Goal V	Goal VI	Goal VII	Goal VIII
Guidance								
Math K-3								
4-6								
7-9								
10-12								
Science K-3								
4-6								
7-9								
10-12								
English								
Reading								
Language Arts								
History								
Social Studies								
Voc. Ed.								
Fine Arts Art, Music, Drama								
P.E.								
Library-Media								

WORKSHEET FOR
MATRIX - OPTION A

WORKSHEET FOR COMPLETING THE GRADE LEVEL PERFORMANCE INDICATOR MATRIX *

Grade Level________________________________

	Performance Indicator(s)	Activities
District Goal #__________	(Staff may select to skip this step and go directly from each goal to identifying activities which help accomplish that goal. At a later time they may come back to add performance indicators/objectives as a means of articulating to other levels what each student can accomplish at this level in terms of this goal.)	

*Note: The curriculum worksheet of career guidance planning sheet presented in the Career Education Workshop Package may be substituted for the worksheets presented here.

WORKSHEET FOR
MATRIX - OPTION A

WORKSHEET FOR COMPLETING THE GRADE LEVEL PERFORMANCE INDICATOR MATRIX

Grade Level 1st Grade

	Performance Indicator(s)	Activities
District Goal # 3 To acquire knowledge about personal characteristics and value human differences.	For the individual to list five things he or she is interested in. For the individual to list five things he or she is not interested in.	Class: Discuss meaning of interests. Complete "My Interests" worksheet. See Ideas for Activities, Self Awareness, K-3, #10. Discuss similarities and differences in abilities and interests.
	For the individual to interview a person for the purpose of identifying three things that person is interested in.	Class: Discuss interview techniques. Brainstorm list of questions to ask during interview. Interview teacher for practice. Interview selected person. Report back to class about interview and findings.
	For the individual to identify three things that makes he or she happy and three things that makes he or she sad.	Class: Discuss happy, sad, self concept. Draw stick figure of Ms. Happy Self Concept and Ms. Sad Self Concept. List things which cause happiness and sadness. Discuss causes and the behaviors they lead to.

WORKSHEET FOR
MATRIX - OPTION B

WORKSHEET FOR COMPLETING THE DEPARTMENT PERFORMANCE INDICATOR MATRIX

Department______________________________ Level___________________________

	Performance Indicator(s)	Activities
District Goal #__________	___________________________P.I. ___________________________P.I. ___________________________P.I. ___________________________P.I.	

WORKSHEET FOR
MATRIX - OPTION B

WORKSHEET FOR COMPLETING THE DEPARTMENT PERFORMANCE INDICATOR MATRIX

Department English Level K-3

	Performance Indicator(s)	Activities
District Goal # 4 To acquire and apply interpersonal skills.	Kindergarten P.I. For the individual to list three specific activities that involve helping others.	Discuss helping others. Set up an assembly line for making birthday cards. Discuss how each step is dependent on the one before and after. Make a class list of how students help others.
	1st Grade P.I. For the individual to identify four situations in which he or she both listens and responds.	Over a period of a week, have each student keep a diary of times he or she listens and responds. Discuss similarities and differences of individual diaries. Have each student observe and keep an anecdotal record on another student (times student listens and times he or she responds.) Have students reverse observer and observed roles and discuss records taken.
	2nd Grade P.I. For the individual to list four non-verbal ways to respond.	Discuss non-verbal communication. List ways of responding non-verbally. Have students write what each way listed means to him or her. Discuss similarities and differences of group results.
	3rd Grade P.I. For the individual to identify three situations in which he or she has initiated conversation.	Discuss initiating behavior and how to initiate a conversation. Have class form dyads. Have each dyad choose an interview topic and practice interviewing each other. Each student identifies and interviews three persons not in the class and reports results and feelings about initiating a conversation.

Given the results of a curriculum management structure, a local school district can begin looking at program areas to determine if and where changes should be made.

Components of a career education program

The following is a list of program components, all of which can enhance a career education program.

1. Instruction (Infusion)
2. Career Exploration
3. Career Guidance
4. Occupational Information System
5. Placement
6. Resources (Commercial and Community)

Each of these strategies can be utilized to help students achieve career education outcomes.

select one or two

Each process requires staff development and a great deal of planning time. Therefore, LEA committees and coordinators should focus on just one (or at the most, two) strategies at a time. This will provide those members of the staff who are participating in the planning and modifying of the strategy the attention and help they will need to succeed.

These strategies are not sequential; one does not have to do infusion before career exploration, etc. Neither are they seperate--a career exploration unit may be implemented as part of the instruction program. The components are discussed separately only for the purpose of clarity and amplification.

how to select a strategy

To choose which strategy to develop or modify, an LEA may refer to:

1) its Program Assessment (Step 2 of this planning process)

2) its Curriculum Management Structure (i.e., if the curriculum weaknesses were in district goals that dealt with career planning and employability skills, - perhaps the LEA should consider initiating a placement program)

3) a staff assessment - is there a group which is enthusiastic and has asked for help in improving their program? (i.e., if the Junior High staff is excited and would like to initiate something new, the LEA Coordinator and Committee may assist them in getting a career exploration program started.

The remainder of this section will take each strategy and discuss it in terms of:

- what it is
- how it can help
- where you can get more information.

Instruction

The core of the school program, as it exists and as it is envisioned, is the instructional program. The major emphasis of the existing instructional program is career preparation (math, reading, science, industrial arts, etc.). As educators begin looking at career development as a critical part of the school curriculum, it becomes apparent that the instructional program possesses considerable potential for aiding in the delivery of this content.

School districts are being encouraged to take actions necessary to insure that their instructional programs become effective delivery systems for both career preparation and career development content. One technique which is being experimented with to accomplish this is called the infusion process.

infusion process

This process places the teacher in the role of curriculum developer. It involves, for example, taking a subject like measurement and having a carpenter come into the classroom and explain how he or she uses measurement in family and leisure roles as well as on the job. He or she may also demonstrate measuring items and, in the process, actually teach a math lesson on measurement. In this way, measurement begins to take on meaning for the student.

The infusion process can assist an instructional program by:

- making the subject matter more interesting, and
- relating skills to real life situations.

Key factors in the successful implementation of this process are the quality of the inservice program designed to do it and the quality and quantity of resources available to teachers as they learn and apply infusion skills.

Materials which have been developed to assist educators in learning and applying the infusion process are:

1. "Career Education Workshop Implementor Handbook," an inservice design for learning how to do infusion.
2. "Ideas for Activities: Instruction," a collection of ideas which illustrate how to infuse career development into the existing curriculum.

3. "Career Education Resource Guide" an analysis of commercial materials in terms of their appropriateness and usefulness.

4. "Career Education/Special Education Manual" (being field tested) is a workshop designed for special education teachers interested in utilizing the infusion process in their instruction. It also contains support materials (Ideas for Activities) for use in applying the infusion process. It will be available in the future.

Career Exploration

Career Exploration is a vehicle which enables teachers and counselors to help students gain insight into the relationship between the knowledge and skills they study and the knowledge and skills required for their intended present and future life roles.

It may occur as part of regular, existing classes, as new and specialized courses, or a combination of both. It gives students an opportunity to carry their exploration of various life roles out of the classroom into the community.

Career exploration is also a means of taking advantage of the vast reservoir of community resources which should play a part in the education of our youth. For too long the potential of most of the community has been ignored or forgotten.

Materials have been and are being developed to assist educators in developing and initiating an exploration program:

1. Exploration Guide, Section V of the "Handbook for Implementation" explains how to plan and implement an exploration program.

2. An inservice package for exploration is being developed.

3. Identifying and Utilizing Community Resources, is an optional module in the "Career Education Workshop Implementor Handbook."

4. "Career Education Resource Guide" describes materials which would be appropriate for use in an exploration program.

Career Guidance

Career development content is being recognized as the basis for a career guidance program. To expand the guidance activities presently found in the school into a career guidance program which reaches all students, role changes are required. Counselors will become more effective in delivering career development outcomes by working directly with groups of students and to impact student outcomes indirectly by working with teachers, parents and community persons.

New strategies and programs which are likely to become a part of the school curriculum will rely on the development of a team of teachers and counselors. Two programs which would benefit from this team responsibility are a career exploration program and a placement and follow-up program. Both of these programs involve community involvement and coordination of resources, and will depend on the cooperative efforts of counselors and teachers.

As counselors begin designing a career guidance program and specifying student outcomes for their program, administrators and teachers must support and facilitate this change. As counselors are rapidly learning, change is impossible without administrative support.

Counselors are also realizing that aspects of their role in career guidance (i.e., working with groups of students, facilitating value clarification, helping students learn a decision making and planning model) will require staff development.

Materials are rapidly becoming available which will assist counselors in establishing a career guidance program:

1. "A Process Guide for Career Guidance" is being pilot tested and will be available in future.
   This guide contains suggestions and supporting materials for counselors trying to assess their roles and design career guidance programs.

2. "Ideas for Activities: Guidance" is a collection of ideas for a facilitator (counselor or teacher) to use in helping students achieve career development outcomes.

3. "Expanding the Cooperative Efforts Between Counselors and Teachers" is an optional module in the Career Education Workshop Implementor Handbook.

4. Infusion for Counselors is Module 2 of the "Career Education Implementor Handbook" and describes how counselors can develop their activities around career development outcomes.

5. AIR (American Institutes of Research) is developing a series of career guidance skill building modules which will be available in the future.

Occupational Information System

The main goal of an occupational information system is to develop and maintain accurate, current and comprehensive occupation information for dissemination to institutions and organizations whose responsibility it is to meet the career development needs of students.

An occupational information system is a basic component of an exploration, career guidance and placement program. Michigan is fortunate to have several occupational information delivery systems, ranging in sophistication from a microfiche-based occupational information retrieval system to computer. Some of these existing systems are:

1. VIEW (Vital Information for Education and Work) is currently operating in a majority of Michigan's public secondary schools and community colleges. It is a career information system which utilizes the medium of microfiche. Its major components are:

    - occupational scripts
    - educational and training information
    - cross-reference indexes
    - suggestions for implementation
    - sound filmstrip
    - an Exploration Handbook
    - inservice program
    - microfilm reader or reader-printer
    - newsletter

2. ICPD (Instant Career Program Directory) uses a WATS line delivery system to convey accurate and current enrollment information on post-secondary programs. The major components are:

    - WATS line system
    - program directory
    - daily log
    - program information report
    - advisory committee

There are three basic components of a good occupational system: information development, information delivery, and an organizational structure to accomplish the delivery of the information. By design, these systems make provisions for students to:

- expand their self-awareness
- identify personal values
- expand their awareness of the world of work, training and education
- draw upon personal values in considering careers
- increase the number of desirable and realistic alternatives
- take advantage of guidance and counseling assistance
- learn techniques of narrowing to identify suitable careers
- develop and refine decision-making skills
- plan and prepare for career entry
- develop short and long-range placement strategies

As a result of the Occupational Information System grant to the Michigan Department of Education, the following materials are being developed to assist local schools in establishing a career information system:

1. An overview document on occupational information systems to be included as part of Section V, "Handbook for Implementation."

2. Updated, accurate occupational information.

3. An inservice package for staff designated with the responsibility of establishing a career information system.

For more information on VIEW, ICPD or MOIS, contact:

MOIS Director
Box 928 - Vocational-Technical Education
Lansing, MI 48904
(517) 373-0815

Placement and follow-up

Without a successful effort to help individuals prepare for and effect a transition from school to the non-school community, much of the prior effort may go unused. Placement programs have as their purpose to prepare students for and assist them in making the transition from school to non-school life.

An efficient and effective placement program will help the school create a more meaningful environment for students and staff through:

- building identification with student career goals
- strengthening ties between education and career goals
- providing information on curriculum strength and weaknesses
- bridging the gap between school and employment or further education
- helping in career decision-making and career planning.

Recent pilot placement projects operating in comprehensive high schools, area vocational centers and community colleges have demonstrated that school-based programs which systematically focus on placement can effectively help students find and enter adult work roles.

Materials presently exist and others are being developed which will assist schools in designing a placement program:

1. Placement Guide in Section V, "Handbook for Implementation" identifies the basic components of a placement program and describes how to design one.
2. Plans for developing a training package for placement personnel are being considered and, if funds become available, such a package would be developed.

For further information, contact:

Placement Consultant
Box 928 - Vocational-Technical Education
Lansing, MI 48904

Resources: Community and Commercial

Commercially produced books, kits, packages, etc. can add to an instructional, career guidance, career information, exploration, or placement program. What educators need is some way to evaluate the tremendous amount of commercially produced materials now on the market. The Career Education Resource Guide was developed for the purpose of having teachers and counselors evaluate resources as to their appropriateness and effectiveness; those which were considered good or excellent by the teachers and counselors were then categorized under the career development components (self awareness, career awareness, decision-making, and career planning and placement). This guide has been disseminated one to every school in Michigan.

A career resource center is one outstanding way to organize career resources. This center can house occupational information systems, exploration kits or units, a community resource file, etc. and can become a truly active center offering student interest testing, exploration experiences, guidance and placement services.

An initial step toward establishing a career resource center would be to plan and conduct a district and/or building resource inventory.

For more information about establishing a career resource center contact:

Career Development Unit
MDE
Box 928
Lansing, MI 48904
(517) 373-3370

Community resources are an integral part of the instructional program in career education, the exploration program, the guidance program, and the placement program. Another way to utilize the community in the development of a career education program is to involve them on advisory committees. In order to make effective use of an advisory committee, the local school district should develop a plan which includes a purpose and goals and objectives for the committee.

One goal of an advisory committee could be to plan and conduct a community resource survey. Community resources could be identified to:

- participate as resource persons in the classroom
- volunteer as classroom aids
- staff the career resource center
- be possible field trip sites
- help organize exploration experiences
- identify job openings
- help plan and implement class projects

Community resources are probably the most unused resource of our educational system today. General Motors, the U.S. Chamber of Commerce, the Michigan Chamber of Commerce and many other organizations are writing position papers on career education and are beginning to get involved with the education of students. As educators, we must think of ways to use these resources and facilitate this involvement.

Several techniques have been utilized to identify community resources. A survey questionnaire distributed to community persons, representatives of business, professionals, labor, and industry has produced favorable results. Following are examples of forms which have been used.

Example 1*

	Will Visit Classroom	Classroom Field Trip (25)	Small Group Field Trip (6-8)	Career Experience or Observation; Participation by 1 or 2 Pupils	Films, Booklets, Pamphlets Available	1 - 2 Student Interview	Advance Notice Necessary	Days Available	Grade Level
Consumers Power Company 4000 Clay, S.W. ______________, MI ______________, Director of Speaker Bureau Phone: ______________	X	X	X	X	X		wk	call	6-12

* Adapted from work done in CEPD 32

Example 2

Cluster:
AGRICULTURE-NATURAL RESOURCES*

Contact Person and/or Organization and Address	Resource(s) Available	Classroom Speaker and Group Size	Field Observation and Group Size
Mrs. ________________ 949 Chesterfield Rd. __________________,MI Phone: ______________	Demonstrates growth of seeds and bulbs in a greenhouse. Appropriate grades 1-3	Yes 1-90	Yes 90

---

* Adapted from work done in CEPD 39

Materials which will assist in organizing community resources are:

1. Identifying and Utilizing Community Resources, an optional module in the "Career Education Workshop Implementor Handbook."
2. A Guide for Effective Use of Advisory Committees.

Another type of resource is facility utilization. A document titled "Guidelines for Planning Career Education Facilities" is being developed as a part of the Handbook for Implementation and will soon be available. For more information contact:

Office of Career Education
Box 420
Michigan Department of Education
Lansing, MI 48902

As the CEPD becomes familiar with and assists local school districts in identifying strategies and modifying programs there is a concurrent process which should be initiated--the process of evaluation.

Evaluating the Career Education Program

Evaluation is a necessary component of career education programming. It is a continuous process which provides evidence enabling the education system to make rational and meaningful decisions about curriculum and program offerings.

Evaluation is defined as a process of identifying, collecting, analyzing and interpreting information for the purpose of making decisions.

Why Evaluate

Educational evaluation has four major purposes:

- to determine whether or not established objectives were achieved
- to determine why objectives were achieved or not achieved
- to provide cost analysis data that will enable educators to compare the efficiency of alternative educational strategies
- to provide recommendations to administrators and faculty regarding modification, expansions or continuation of objectives or strategies

Key to Effective Evaluation

The key to effective evaluation is the statement of objectives--the expected or desired outcomes to be achieved. The clearly stated objective should include at least the following points:

- specification of the individuals that will perform
- specification of the performance or behavior that will be demonstrated
- specification of the level of accomplishment that will be accepted as evidence of performance

Product evaluation

Product evaluation measures the attainment of student outcomes can form the basis for process evaluation. If a student can perform according to the objectives established for a program, the process by which the student acquired the ability can be assumed effective.

Therefore if the student has only partially mastered the stated objectives, the process used to deliver the outcomes should be examined and perhaps altered.

Process evaluation

Process evaluation measures the relative effectiveness of the methods or procedures used to reach identified outcomes. For example, one may use individual counseling, small group instruction or programmed learning approaches to teach individuals decision making skills. The aim of process evaluation is to measure which of these methods is most effective in meeting identified outcomes.

The Levels

There are two levels of evaluation a CEPD should address. The first is evaluating its own program at the CEPD level. The second is assisting local school districts in evaluating their programs. This chapter will present some general approaches to both levels of evaluation.

CEPD Level

A CEPD should design a plan to evaluate the objectives of its Annual CEPD Plan, which may include:

- coordination of local school district programming (planning, implementing and evaluating)
- coordination of local school district staff development programs
- coordination of promotional campaigns

CEPD Evaluation

At the CEPD level, the staff should assess annually the objectives specified on its career education plan. An example of a CEPD objective is;

Objective 1: The CEPD shall conduct a promotional program to encourage school and community participation in career education activities.

Activities:
- conduct a career education "kick-off" workshop
- report monthly progress in a newsletter to local districts
- develop and disseminate career education materials

Criteria for Success -

- evaluation of the "kick off" workshop
- list of participants
- survey of perceived effectiveness of promotional program with target audience
- logs of requests for materials and evidence of requests filled
- logs of consultant visits to locals upon request

The objectives of the annual CEPD plan should reflect the CEPD functions--assisting local schools to plan, implement and evaluate, develop staff and promote career education. These objectives should be specified in terms of activities the CEPD staff will undertake and the criteria by which they will be judged for effectiveness.

CEPDs can evaluate both product (the services they provide) and process (the methods and techniques they use to coordinate local career education programs).

Because the CEPD is a coordinating unit, it is not directly responsible for student outcomes; this differentiates the CEPD's evaluation design from that of a local school district.

LEA Level

The actual planning, implementing and evaluation of programs takes place at the local level. LEA staff are responsible for student outcomes (product) and program outcomes (process).

Evaluating LEA objectives

An LEA evaluation plan may include:

1. objectives of the annual LEA career education plan
2. goals and objectives identified as a result of the career education program assessment
3. goals and objectives (by program area) identified as a result of designing a curriculum management structure

LEA Annual Plan

The local school district specifies objectives annually in its career education plan. Examples of objectives are:

- to establish a set of learner goals for career education
- to establish a set of performance objectives for career education
- to plan and conduct inservice to create an awareness and understanding of career education

For each objective, the LEA outlines activities it will conduct and specifies criteria to judge successes.

Evaluation of these activities should be continuous so modifications can be made in the objectives or processes if necessary.

LEA career education program assessment

The Career Education Program Assessment also can be used as an evaluation tool. After completing the program assessment periodically, the LEA selects program indicators as goals to be achieved before the next assessment period. This process helps insure progress in pursuit of goals while providing periodic evaluation.

LEA curriculum management structure

As a result of designing a curriculum management structure, the LEA identifies strong and weak program areas. An outcome of curriculum management is knowing who is taking responsibility for what.

Evaluating Program Delivery Strategies

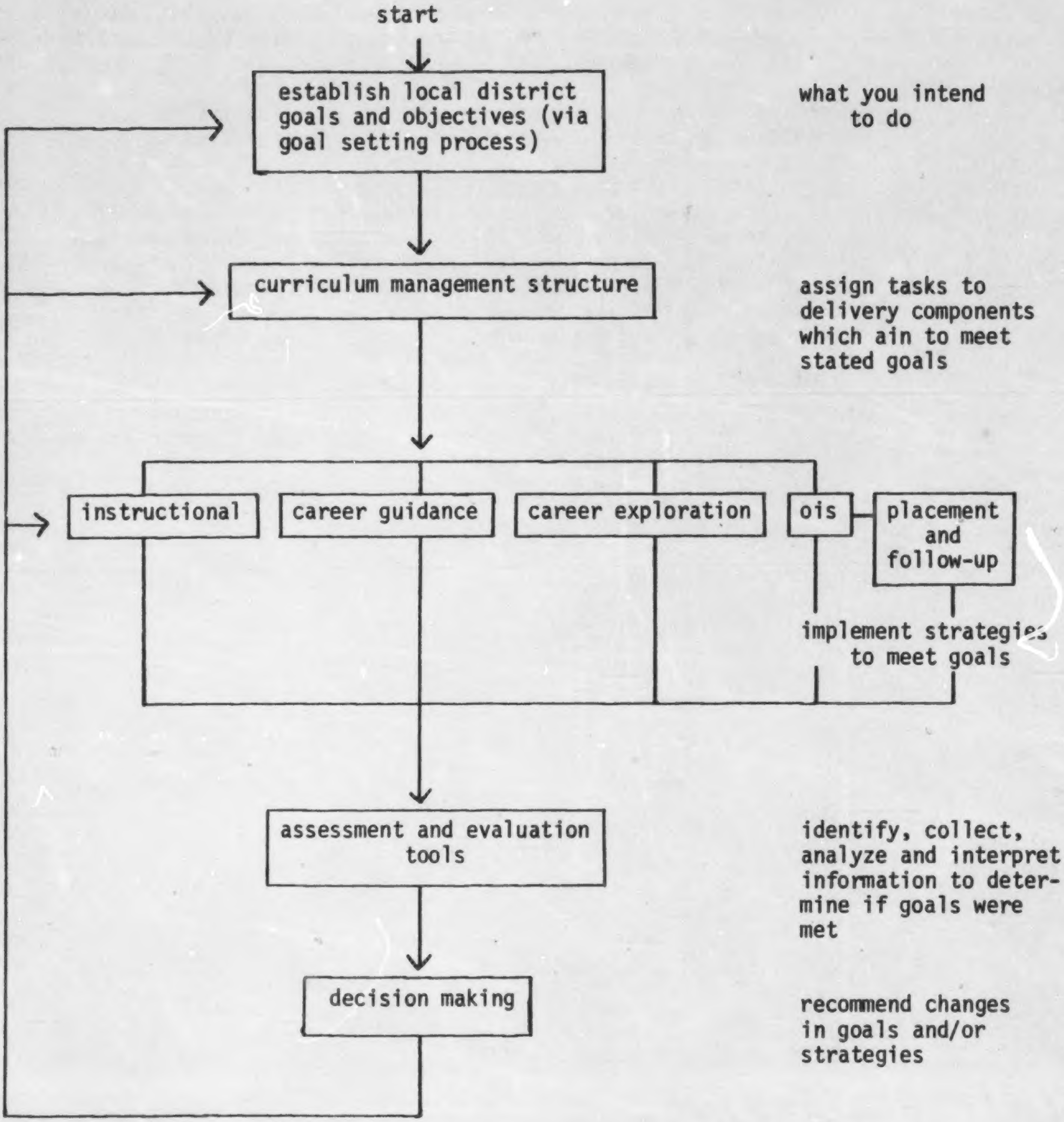
In the previous section, several strategies were identified as techniques for delivering career development:

- instruction
- career exploration
- career guidance
- OIS
- placement and follow-up

Each of these program areas identified what student outcomes (product) it will be responsible for and specifies which techniques and resources will be utilized (process). This LEA evaluation process by program area shown in figure B.

figure B

The Evaluation Process


start
establish local district goals and objectives (via goal setting process)
curriculum management structure
instructional
career guidance
career exploration
ois
placement and follow-up
assessment and evaluation tools
decision making

what you intend to do

assign tasks to delivery components which ain to meet stated goals

implement strategies to meet goals

identify, collect, analyze and interpret information to determine if goals were met

recommend changes in goals and/or strategies

As the diagran indicates, each program specifies which goals and objectives it will take responsibility for. Therefore the persons involved can evaluate how well the program accomplished what it set out to do.

Instructional program evaluation

Instructional program evaluation is based on stated goals and objectives. The product is the student outcome. It is a measure of whether or not the student achieved the goal and to what degree.

All instructional programs should have identified goals and objectives which are stated in measurable student outcomes.

Any lesson plan or other instructional guide, regardless of form, should include evaluation. One suggested approach is the curriculum worksheet. The following example is an abbreviated curriculum worksheet. The purpose of this worksheet is to assist teachers in specifying objectives for instruction and a plan for evaluating that instruction.

Curriculum worksheets should address themselves to the number of students achieving goals within an acceptable range of proficiency. For those who cannot, the teacher can adopt remedial approaches.

Curriculum Worksheet

(short form)

goal statement

subject matter learner outcomes	career development learner outcomes

career education performance objective

implementation steps	resources

evaluation

career exploration program evaluation

The product evaluation of career exploration is the measurement of student outcomes for each career exploration unit of activity. The process evaluation concerns itself with the procedure or technique used to deliver experiences to the students (i.e., resource persons, simulation, role playing). As with all program areas, the evaluation depends entirely upon the clear statement of measurable student outcomes and a plan for evaluating whether or not the outcomes were attained.

career guidance program evaluation

In accordance with the evaluation model (figure B) career guidance evaluation begins with the clear statement of goals and objectives.

Once they have been identified, the guidance and counseling staff can begin specifying techniques, activities, resources and target groups.

One format for the statement of goals, learner outcomes, an implementation schedule and evaluation is supplement R, the Career Guidance Planning Sheet.

Supplements S, T, and U are data collection forms. When complete they provide the raw material for evaluating process and product outcomes.

Supplement S is a student evaluation form.

Supplement T is a summary of student evaluations.

Supplement U is a summary of student and facilitator evaluations. It also asks the facilitator to specify:

- who the evaluation results will be communicated to

- and what use will be made of the data.

These supplements are offered as examples. Users are encouraged to identify other evaluation instruments and tools which may prove more effective or better suited to their delivery programs.

occupational information system evaluation

An occupational information system is a component of the instruction, career guidance, career exploration, and placement and follow-up programs.

As such it provides the user with current, valid information on occupations and post-secondary training programs. This information is most effective when used by students in making decisions.

An occupational information system can be evaluated on two levels.

1) process evaluation involves collecting the following data:

   - Is the information accessible to the instructional, exploration, guidance and placement programs?
   - Do the students know how to use the system?
   - Do teachers and counselors know how to use the system?
   - Is the information accurate and current?
   - Is it used?

2) product evaluation involves collecting data on the skill and knowledge gains of students using the system. The skills and knowledges delivered by an occupational information system would include career development performance measures in the areas of;

   - career awareness
   - decision making
   - career planning

The evaluation design of the occupational information system is based on the objectives (desired student performances) specified before the student uses the system.

placement and follow-up evaluation

As career education programs are established, the placement of graduates from career education systems will receive more attention.

Evaluating the effectiveness of placement and follow-up programs basically should address the following questions:

1. Do student populations need placement and follow-up services?

2. Is there adequate staff to provide placement and follow-up services?

3. Is there adequate staff preparation for doing placement?

4. Are there adequate resources for placement and follow-up?

5. Are placement activities comprehensive and effective?

6. What are the results of the activities?

In approaching the last item in the above list, the single most important item, the effectiveness of placement activities must be evaluated on the basis of results.

One tool which can assist in the evaluation of the placement process is placement monitoring. This monitoring can be the basis of evaluating not only the results, but the process used to achieve those results.

The first five items on the above list are the placement planning process steps. The sixth item relates to planning for evaluation of the product. As with all evaluations, the product is the primary basis for evaluating the process. In evaluating the placement results, the following information should be considered:

-- the students served

-- employer contacts made

-- referrals made

-- placements made

-- placement openings not filled and the reasons why

-- types of placements made

-- success of placements

-- conditions of labor market

The collection of these data alone is not an evaluation. The Placement Guide in Section V of the Handbook for Implementation contains two models of placement programs. One for a school-based program, the other for coordination of local and area placement activities.

Because the placement activities of different educational programs vary greatly, they should be evaluated in terms of these models rather than in comparison to other placement programs.

The Michigan model then incorporates the collection of data into an evaluation design:

Michigan placement evaluation model

objective	persons responsible	activities
1. evaluate placement process	placement advisory committee placement staff	a. analyze and evaluate follow-up data in terms of placement effectiveness b. prepare required reports with appropriate data, evaluation, and recommendations for modifications
2. evaluate placement program	school board superintendent building administrators	a. receive required reports b. assess effectiveness of placement program c. approve appropriate recommendations for modification
3. modify placement program	placement advisory committee placement staff	a. redesign program components in accordance with approved modifications b. implement modifications

staff development evaluation

Staff development is an integral part of the instructional, guidance, exploration, OIS, placement and follow-up programs.

Staff development evaluation will be discussed in detail in chapter III.

other evaluation tools

Each program area discussed is evaluated on the basis of identified skill and knowledge student outcomes.

There are several tools, other than those already covered, which can be used to evaluate student outcomes:

- standardized instruments

- criterion referenced tests

- mastery tests

standardized instruments

A standardized test generally includes broad-based items. Therefore, the user of such a test should interpret only those items that pertain to the program area being evaluated.

Some standardized instruments which measure aptitudes, occupational awareness, and individual career development are:

1) the Assessment for Career Development, by the American College Testing Program and marketed by Houghton-Mifflin Company

2) the Armed Services Vocational Aptitude Battery

3) Vocational Planning Inventory (VPI), by Science Research Associates

4) Career Maturity Inventory by John Crites

5) Differential Aptitude Tests (DAT)

6) General Aptitude Test Battery (GATB)

7) Flanagan Aptitude Battery

The following are frequently used interest surveys:

1) Strong Vocational Interest Blank (SVIB)

2) Ohio Vocational Interest Survey (OVIS)

3) Kuder Preference Survey, form DD

4) Self-Directed Search by John Holland

5) Hall Occupational Orientation Inventory (HOCI)

6) California Occupational Interest Survey

7) Interest Checklist by the U.S. Department of Labor

Information on these and other tests can be found in Buros' "Sixth Mental Measurement Yearbook."

criterion referenced tests

This approach involves the construction of evaluation items which measure a specified level of mastery in a skill based on specific objectives identified for achievement. Samples of this approach could include the recall of specific occupational information, the ranking of important individual values, and demonstrated skills in making systematic decisions (see supplement Q).

When using this evaluation technique it is important to state minimal performance criteria as specifically as possible.

mastery tests

This evaluation approach asks individuals to solve problems or in some way apply skills or knowledge. An example of this technique would be to ask individuals to name (verbally or in writing) as many jobs as possible in the construction trade. A specific example of this test is the "Career Achievement Skills Test" by the Career Development Service in CEPD 29.

Using Evaluation Results

In the evaluation process, effort is put into designing a plan, developing or identifying instruments, collecting and analyzing data. It is important to exercise care and logic in using evaluation results.

Reporting results

The first consideration in using evaluation results is to identify the primary audience. The evaluation report format should take into account characteristics of the target audience, (i.e., age, educational level, interest areas) as well as the reporting situation (i.e., time available for the report, audio visual resources, placement on the agenda). Another consideration is the purpose of the evaluation report (i.e., to persuade, to inform, to provide data upon which to base decisions).

Reporting formats

Short reports are usually written evaluation reports, two to three pages, which summarize the most pertinent evaluation data. They are most useful with an audience which has limited time or direct interest.

Graphs and tables can be displayed by various methods. These are useful with any-sized audience and have the chief advantage of being able to explain complex variables, summarize results and highlight narrative reports.

Brochures can be used as an effective way to explain a program and focus upon positive evaluation results.

Question and answer is a good technique for focusing audience attention on pertinent data. It can be written or oral, but should cover the most pertinent questions the audience might ask.

Technical reports are the most detailed and comprehensive form of discussing evaluation results. They present data, define procedures, explain the use of instruments, detail data collection techniques, explain sample selection, and the analysis and interpretation of data and provide a summary of the results.

Supplements to

Evaluation

Q thru U

SECTION 1 CAREER AND SELF INTERESTS*

ITEM #1: LIST THE NAMES OF THE JOBS THAT YOU ARE INTERESTED IN OR HAVE STUDIED IN SCHOOL.

ITEM #2: OF THE JOBS YOU LISTED ABOVE WHICH ONE DO YOU KNOW THE MOST ABOUT?

ITEM #3: WHAT WOULD A PERSON WORKING AT THIS JOB DO? WHAT WOULD BE THE JOB DUTIES? (FOR EXAMPLE, WORKING WITH PEOPLE OR COUNTING MONEY.)

ITEM #4: WHAT WOULD BE SOME OF THE ADVANTAGES (THINGS YOU LIKE) IN THIS KIND OF JOB?

ITEM #5: WHAT WOULD BE ONE DISADVANTAGE (THING YOU WOULD NOT LIKE) IN THIS KIND OF JOB?

ITEM #6: WHAT OTHER TYPES OF WORKERS WOULD BE WORKING WITH OR HELPING THE PERSON IN THE JOB YOU CHOSE?

---

* Adapted from work done by CEPDs 35, 36, and 47

ITEM #7: WHAT OTHER TYPES OF WORKERS WOULD HAVE THE SAME JOB DUTIES OR DO THE SAME KIND OF WORK?

____________________ ____________________

____________________ ____________________

ITEM #8: WHAT ARE SOME OF THE THINGS THAT ARE OF INTEREST TO YOU? THEY MAY OR MAY NOT BE IN SCHOOL. (FOR EXAMPLE: SKIING, CAMPING, OR READING.)

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

ITEM #9: DO YOU FEEL THE INTERESTS YOU LISTED IN #8 MATCH WITH THE JOB YOU LISTED IN #2?

CIRCLE ONE NUMBER

1. MY INTERESTS AND THE JOB ARE NOT RELATED AT ALL.
2. MY INTERESTS AND THE JOB ARE RELATED A LITTLE.
3. MY INTERESTS AND THE JOB ARE COMPLETELY RELATED.

SECTION II - RESOURCE AWARENESS AND KNOWLEDGE

ITEM #10: FROM THE LIST BELOW WHO DO YOU THINK HELPS YOU THE MOST? (PUT A "1" BY THE PERSON WHO IS MOST HELPFUL, A "2" BY THE NEXT MOST HELPFUL AND SO ON FOR THE WHOLE LIST.)

COUNSELORS ____________

PARENTS OR GUARDIAN ____________

TEACHERS ____________

RELATIVES ____________

FRIENDS ____________

MINISTER ____________

NEIGHBORS ____________

ITEM #11: TOMORROW YOU HAVE TO LEAD A CLASS DISCUSSION ON A CAREER. WHAT WOULD YOU DO TODAY TO GET PREPARED? (CIRCLE THE LETTER)

A. ASK FOR BOOKS FROM THE LIBRARIAN ABOUT THE CAREER

B. CALL THE PRINCIPAL ABOUT THE CAREER

C. WRITE A LETTER TO A COMPANY THAT HIRES THAT TYPE OF WORKER

D. TRY TO GET A GUEST SPEAKER (RESOURCE PERSON) TO TALK TO THE CLASS ABOUT THE CAREER.

ITEM #12: A GUEST SPEAKER (RESOURCE PERSON) WILL BE COMING TO YOUR CLASS NEXT WEEK TO TALK ABOUT THE MEDICAL FIELD. YOU WANT TO BE SURE TO HAVE SOME QUESTIONS TO ASK THE PERSON ABOUT THE FIELD. WHAT SHOULD YOU DO? (CIRCLE THE LETTER)

A. READ A LOT OF MEDICAL REPORTS.

B. LOOK UP SOME MEDICAL WORDS IN THE DICTIONARY.

C. ASK YOUR TEACHER FOR SOME POSSIBLE QUESTIONS.

D. DISCUSS IT WITH SOME OF MY CLASSMATES.

ITEM #13: YOU ARE GIVEN 10 BOOKS AND ASKED TO FIND IF THERE IS ANYTHING IN THE BOOKS ABOUT HENRY FORD. WHAT PART OF THE BOOK WOULD YOU LOOK IN TO FIND OUT IF THERE WAS ANYTHING? (CIRCLE THE LETTER)

A. GLOSSARY

B. TABLE OF CONTENTS

C. APPENDIX

D. INDEX

E. BIBLIOGRAPHY

F. CHAPTER SUMMARYS

G. TITLE PAGE

supplement Q-4

ITEM #14: YOU HAVE TO FIND OUT WHAT THE TERM LIABILITY MEANS. WHAT PART OF THE BOOK WOULD YOU USE TO FIND THE DEFINITION? (CIRCLE THE LETTER)

A. INDEX

B. TABLE OF CONTENTS

C. CHAPTER SUMMARY

D. TITLE PAGE

E. GLOSSARY

F. FOOTNOTES

ITEM #15: BELOW IS A LIST OF SUBJECTS THAT YOU MIGHT TAKE IN SCHOOL. BESIDE EACH SUBJECT THERE ARE THREE SPACES. THE FIRST SPACE SHOWS AN EXAMPLE OF A JOB THAT USES THESE TYPES OF SUBJECTS IN THEIR WORK. WRITE THE NAMES OF TWO MORE JOBS THAT WOULD USE THIS KIND OF SKILL.

ENGLISH	SECRETARY	____________	____________
MATH	WAITRESS	____________	____________
MUSIC	SINGER	____________	____________
GYM	ATHLETE	____________	____________
SOCIAL STUDIES	POLITICIAN	____________	____________
SCIENCE	DOCTOR	____________	____________
ART	ARCHITECT	____________	____________
INDUSTRIAL ARTS	CARPENTER	____________	____________
HOMEMAKING	SEAMSTRESS	____________	____________
GEOGRAPHY	SURVEYOR	____________	____________

SECTION III - CAREER ANALYSIS

ITEM #16: FROM THE LIST OF JOBS BELOW, PUT A CHECK IN THE BOX THAT INDICATES WHERE THE JOB IS USUALLY PERFORMED, AND PUT A CHECK IN THE BOX THAT TELLS WHETHER THE JOB IS MOSTLY PHYSICAL OR MOSTLY MENTAL.	MOSTLY OUTSIDE WORK	MOSTLY INSIDE WORK	INSIDE AND OUTSIDE WORK		MOSTLY PHYSICAL WORK	MOSTLY MENTAL WORK
PILOT						
STEWARDESS						
METEOROLOGIST						
RESERVATION AGENT						
TRAVEL AGENT						
DESIGNER						
DRAFTSMAN						
SALES REPRESENTATIVE						
AIR TRAFFIC CONTROLLER						
MECHANIC						
METALLURGIST						
WELDER						
MACHINIST						
DISPATCHER						
FREIGHT HANDLER						
ACCOUNTANT						
AUTOMOBILE DEALER						
PARTS MANAGER						

supplement Q-7

	MOSTLY OUTSIDE WORK	MOSTLY INSIDE WORK	INSIDE AND OUTSIDE WORK	MOSTLY PHYSICAL WORK	MOSTLY MENTAL WORK
MAINTENANCE MAN					
MANAGER (AIRPORT)					
TREASURER					
NURSE					
AUDITOR					
NURSE AIDE					
LABORATORY TECHNICIAN					
COMPUTER PROGRAMMER					
BANK TELLER					
LAUNDRY WORKER					
SECRETARY					
MORTGAGE CLERK					
ARCHITECT					
SURVEYOR					
TELEPHONE OPERATOR					
FILE CLERK					
HEAVY EQUIPMENT OPERATOR					
CONCRETE WORKER					
ADMISSIONS CLERK					
X-RAY TECHNICIAN					
DOCTOR					
PLUMBER					
CARPENTER					

supplement Q-8

	MOSTLY OUTSIDE WORK	MOSTLY INSIDE WORK	INSIDE AND OUTSIDE WORK	MOSTLY PHYSICAL WORK	MOSTLY MENTAL WORK
ROOFING MEN					
MEDICAL RECORDS LIBRARIAN					
DETECTIVE SERVICE GUARD					
DIETICIAN					
PHARMACIST					
ELECTRICIAN					
FURNACE INSTALLER					
AMBULANCE DRIVER					
PRINTER					
BRICKLAYER					
HOSPITAL ORDERLY					

ITEM #17: MATCH THE JOB ON THE LEFT WITH THE JOB'S DESCRIPTION ON THE RIGHT. PUT THE NUMBER OF THE JOB ON THE LEFT IN BLANK SPACE NEXT TO THE DESCRIPTION. USE EACH NUMBER ONLY ONCE.

LIST OF JOBS

1. SURVEYOR
2. CARPENTER
3. PAINTER
4. FILE CLERK
5. WELDER
6. MEDICAL RECORDS LIBRARIAN
7. CEMENT WORKER
8. ROOFING MEN
9. FREIGHT HANDLER
10. AIRPLANE MECHANIC

JOB DESCRIPTION

_____ INSPECTS, FIXES, AND TAKES CARE OF PLANES.

_____ WORKS ON PUTTING METALS TOGETHER.

_____ CANCELS AND FILES CHECKS, AND ALPHABETIZES PAPER WORK.

_____ KEEPS RECORDS AND REPORTS OF PATIENTS IN HOSPITALS.

_____ SMOOTHS AND FINISHES SURFACES OF CONCRETE ON MANY KINDS OF PROJECTS.

_____ CONSTRUCTS OR REPAIRS THINGS USUALLY MADE OF WOOD.

_____ APPLIES COATS OF MATERIAL TO INSIDE AND OUTSIDE SURFACES OF BUILDINGS FOR PROTECTION.

_____ APPLIES MATERIAL SUCH AS TILE OR SLATE TO THE TOPS OF BUILDINGS.

_____ LOADS AND UNLOADS CARGO FROM AIRPLANES.

_____ MAKES MEASUREMENTS TO DETERMINE PROPERTY LINES AND FOR USE IN MAKING MAPS, ETC.

ITEM #18: THE FOLLOWING ITEMS ARE A LIST OF TASKS THAT YOU MIGHT HAVE DONE IN CLASS. READ EACH ITEM AND PUT AN "X" IN THE BOX THAT SHOWS HOW THAT TASK APPLIES TO YOU.

1. I HAVE NEVER DONE THIS TASK
2. I CANNOT DO THIS TASK.
3. I ALWAYS NEED HELP TO DO THIS TASK.
4. I SOMETIMES NEED HELP TO DO THIS TASK.
5. I NEED NO HELP TO DO THIS TASK.

	1 NEVER DONE	2 CANNOT DO	3 ALWAYS NEED HELP	4 SOMETIMES NEED HELP	5 NEED NO HELP
1. TALK IN FRONT OF CLASS.					
2. TALK IN FRONT OF A SMALL GROUP.					
3. SHOW THE CLASS HOW TO DO OR MAKE SOMETHING.					
4. SHOW THE CLASS HOW SOMETHING WORKS.					
5. INTERVIEW SOMEONE.					
6. LEAD A CLASS DISCUSSION.					
7. LEAD A SMALL GROUP DISCUSSION.					
8. USE MATERIALS TO GIVE A CLASS DISCUSSION.					
9. USE MATERIALS TO GIVE A SMALL GROUP DISCUSSION.					

	1 NEVER DONE	2 CANNOT DO	3 ALWAYS NEED HELP	4 SOMETIMES NEED HELP	5 NEED NO HELP
10. TAKING PART IN A CLASS DISCUSSION.					
11. TAKING PART IN A SMALL GROUP DISCUSSION.					
12. GIVING IDEAS TO THE CLASS.					
13. ROLE PLAYING.					
14. CHOOSING SOMETHING TO TALK ABOUT.					
15. CHOOSING SOMETHING TO WRITE ABOUT.					
16. PLAYING LEARNING GAMES LIKE HANGMAN, FLASHCARDS, ETC.					
17. WRITING REPORTS.					
18. WRITING CORRECT SENTENCES.					
19. LOOKING UP WORDS IN THE DICTIONARY.					
20. USING PARTS OF A BOOK, LIKE THE GLOSSARY AND INDEX.					
21. WRITING DEFINITIONS.					
22. USE WORKSHEETS.					
23. WORK OUT STORY PROBLEMS.					
24. WORK WITH "MATCHING" LISTS.					

	1 NEVER DONE	2 CANNOT DO	3 ALWAYS NEED HELP	4 SOMETIMES NEED HELP	5 NEED NO HELP
25. PLAN FOR CLASSROOM ACTIVITIES.					
26. MAKE THINGS OUT OF CONSTRUCTION PAPER.					
27. MAKE THINGS OUT OF WOOD.					
28. USE TAPE RECORDERS.					
29. USE FILM AND FILMSTRIP EQUIPMENT.					
30. LISTEN TO DIRECTIONS AND FOLLOW THEM.					
31. TAKE QUIZZES AND TESTS.					
32. MAKE A MAP.					
33. READ THERMOMETERS.					
34. WRITE LETTERS TO PEOPLE.					
35. MAKE DRAWINGS.					
36. MAKE A COLLAGE.					
37. COLLECT MATERIALS FOR A CLASS PROJECT.					
38. MAKE DRAWINGS WITH CHALK.					

	1 NEVER DONE	2 CANNOT DO	3 ALWAYS NEED HELP	4 SOMETIMES NEED HELP	5 NEED NO HELP
39. USE POSTER PAINT TO MAKE A CLASS PROJECT.					
40. USE GLUE AND OTHER MATERIALS TO MAKE A CLASS PROJECT.					
41. SETTING GOALS FOR MYSELF.					
42. SETTING GOALS FOR MY CLASS OR GROUP.					
43. OBSERVING ON A FIELD TRIP.					
44. TAKING NOTES.					
45. USING TOOLS, SAW, HAMMER, ETC.					
46. MAKE A SCRAPBOOK.					
47. THINKING OF QUESTIONS.					
48. SOLVE PROBLEMS.					
49. LOOKING AT CAREERS.					
50. THINKING OF QUESTIONS ON CAREERS.					

CAREER GUIDANCE PLANNING SHEET (short form)*

GOAL STATEMENT

CAREER DEVELOPMENT LEARNER OUTCOME(S)

IMPLEMENTATION SCHEDULE

By?

For?

When?

IMPLEMENTATION STEPS	RESOURCES

EVALUATION

* Adapted from work done in CEPD 32

supplement S-1

☐ A ☐ B

To be completed by facilitator

FORM A. STUDENT EVALUATION FORM*

To be completed by student.

Goal: ______________________________

____

Objective: ______________________________

____

Instructions: Listed below is a short description of the method used in our school's career guidance program in which you have participated. This method was used to help you achieve the goal listed on this form. Will you please help by providing answers to each of the questions asked below? You can also provide comments. Remember that the only right answers to the questions are those that you give. In the multiple-choice questions, place an "X" in the one box that best describes the way you feel.

Method Used: ______________________________

____

____

1. Did this method help you achieve the above objective? ☐ Yes ☐ No

2. Was this method interesting to you? ☐ Yes ☐ No

3. Provide any comments or suggestions for improving this method:

____

____

____

____

____

---

* Adapted from The Career Guidance Process Guide, MDE

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FORM B. SUMMARY OF STUDENT EVALUATION FORMS*

To be completed by facilitator.

Goal: ____

____

Objective: ____

____

Student Achievement Profile:

1. Number of students who attempted the objective. ______
2. Number of students who achieved the objective. (Compilation of Box A's on Form A) ______
3. Percent of students who achieved the objective. ______
4. Summary of supporting evidence: ______________________________

____

Method Analysis: (Compilation of Form A, Student Evaluation Form)

1. Number of students who experienced the method. ______
2. Number of students who indicated that the method helped them achieve the objective. ______
3. Percent of students who indicated that the method helped them achieve the objective ______
4. Number of students who indicated the the method was interesting. ______
5. Percent of students who indicated that the method was interesting. ______
6. Summary of students' comments: ______________________________

____

7. Facilitator's Analysis

   A. Did this activity help you achieve the objective? ☐ Yes ☐ No

   B. How could this activity be improved? ______________________________

   ____

   ____

* Adapted from The Career Guidance Process Guide, MDE

C. Did you feel you had the necessary skills? ☐ Yes ☐ No

D. Did you feel this method was appropriate for this group? ☐ Yes ☐ No

E. Were the resources available and appropriate? ☐ Yes ☐ No

F. Was the evaluation method appropriate? ☐ Yes ☐ No

FORM C. EVALUATION SUMMARY*

Career Guidance Planning Sheets

(1) Goal Number and Statement	(2) Career Guidance Planning Sheet Numbers	(3) No. of Times Implemented and Evaluated	(4) Number of Participants Attempting Objective	(5) Number of Participants Achieving Objective	(6) Percent Attempting Objective Who Achieved Objective	(7) Who Will These Results Be Recommended To	(8) What Use Will Be Made Of This Data?

supplement U-1

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* Adapted from The Career Guidance Process Guide

CHAPTER III
Staff Development

Chapter III

The next two chapters deal with staff development and promotion. These functions have been isolated from career education programming (Chapter II) only for the purpose of focus and clarification. In reality, staff development programs and promotional campaigns should be concurrent with the planning, implementing and evaluating of career education programs.

Staff Development Program

A well designed staff development program allows the participants responsible for planning, implementing and evaluating career education programs to perform those functions effectively.

It delivers the skills and knowledges necessary to get organized, assess existing programs, set goals, manage curriculum, implement strategies, to evaluate and follow-up career education efforts.

Figure "A" specifies the levels of staff development which correspond to specific process steps in career education programming. It also suggests the participants in the process and the staff development outcomes of the program at each level.

figure A

STAFF DEVELOPMENT

STAGES	participants	outcomes
PLANNING	CEPD personnel LEA CE committees CEPD council teachers/counselors	aware of and understand the career education concept
	CEPD personnel LEA CE coordinators LEA administrators/staff LEA school boards parents and community	committed to career education concept
	LEA CE coordinators and CE Committees LEA staff CEPD staff	awareness of how a comprehensive career education program develops
	LEA CE committees LEA staff CEPD staff	understand how to formulate and utilize career education goals and perf. indicators
	LEA CE committees/ curriculum committee	utilize structure to identify weaknesses and strengths of career education program
IMPLEMENTATION	teachers counselors support personnel	develop understanding and skills to implement: instruction career exploration career guidance OIS placement/follow-up community & commercial resources implement program components
EVALUATION	administrators teachers counselors support personnel	understand how to evaluate: --student product outcomes --program process outcomes

staff development goals

Staff development focuses on two general goals;

-- to create an awareness, understanding and commitment to career education

-- to develop or improve competencies for planning, implementing and evaluating career education

Table "1" outlines materials which are or will be available to assist CEPDs and LEAs in coordinating staff development programs.

Effective inservice for staff development at any level is directly related to five variables:

-- the commitment of the participant

-- the value the participant places on the objectives of the inservice

-- the awareness level of the participant prior to inservice

-- the development and delivery of the inservice tool

-- the experience that the participant brings to the inservice

Therefore, participants in a staff development program should be selected on the basis of their preparation and interst.

Workshop Materials: table 1

Stages	Materials	Available
AWARENESS and UNDERSTANDING	1. Career Education Workshop Implementor Handbook-Unit II Examining Career Education	now: from CEPD or LEA coordinator
	2. filmstrip: "What Is Career Education?"	now: from CEPD or LEA coordinator
	3. filmstrip: "Career Education In Michigan"	now: CEPD Coordinator
	4. Career Education Concept Paper	now: MDE, OCE*
	5. brochure: "An Approach"	now: MDE, OCE*
	6. "Career Education In Michigan- An Introduction"	now: CEPD coordinator
	7. "A Reference Guide: Career Development Goals and Performance Indicators"	now: Career Education Resource Center**or CEPD coordinator
	8. Handbook for Implementation Section II - Creating Awareness; Section IV - Guidelines for Career Education Programming	now: CEPD or LEA coordinator
	9. "I Want To Be" 16mm film	now: MDE, OCE*
	10. "Choice Not Chance" 16mm film	now: MDE, OCE*
	11. "Let's Get To Work" 16mm film	now: MDE, OCE*
	12. Academic and Vocational-Technical Education Performance Objectives	now: in all LEAs
COMPETENCY DEVELOPMENT for IMPLEMENTATION	instruction	
	1. Career Education Workshop Implementor Handbook, Unit III: Infusion	now: From CEPD or LEA coordinator
	2. Ideas for Activities: Instruction	now: from CEPD or LEA coordinator
	3. Career Education Resource	now: in all schools
	4. Guide: Competency Based	
	career exploration	
	1. Handbook for Implementation, Section V Exploration Guide	now: from CEPD or LEA coordinator
	2. Workshop Package for Exploration	future:

---

*Office of Career Education, MDE, Box 420, Lansing, MI 48904 (517) 373-9490

**Career Education Resource Center, 3rd Floor Erikson Hall, MSU, East Lansing, MI 48824 (517) 353-8646

Workshop Materials: table 1 (continued)

career guidance

1.	Process Guide for Career Guidance	future:
2.	Workshop Package for Career Guidance	future:
3.	Ideas for Activities: Guidance	now: CEPD or LEA coordinator
4.	Career Education Workshop Implementor Handbook - Unit III: Infusion. Optional Module: Expanding Cooperative Efforts Between Counselors and Teachers	now:from CEPD or LEA coordinator

OIS

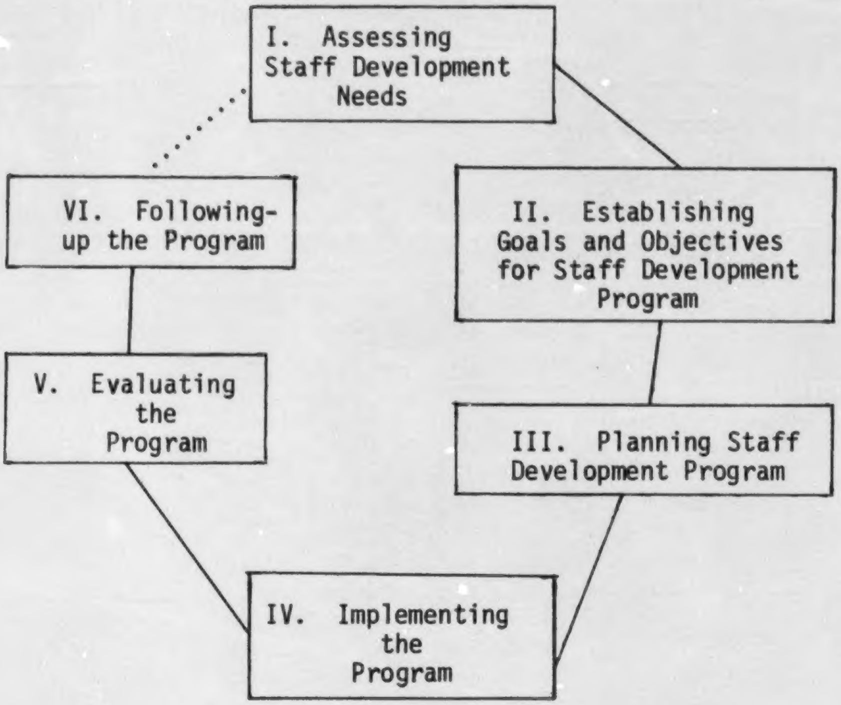
1.	Occupational Information System Guide	future:
2.	OIS Workshop Package	future:

community and commercial resources

1.	Career Education Workshop Implementor Handbook, Optional Module: Identifying and Utilizing Community Resources	now: from CEPD or LEA coordinator
2.	A Guide for Effective Utilization of Advisory Committees	now: from CEPD coordinator
3.	Career Education Resource Guide	now: every school
4.	Handbook for Implementation, Section IV: Partnerships in Career Education	now: from CEPD or LEA coordinator

The coordination of a staff development program follows a pattern similar to any other aspect of career education. (see figure "C") It begins with the assessment of staff development needs:

figure C


I. Assessing Staff Development Needs
II. Establishing Goals and Objectives for Staff Development Program
III. Planning Staff Development Program
IV. Implementing the Program
V. Evaluating the Program
VI. Following-up the Program

A "facilitator" has the responsibility for seeing to it that these steps are taken. The facilitator can be one of any number of persons:

- -- CEPD personnel assisting an LEA in planning a workshop
- -- CEPD personnel coordinating inservice for several LEAs
- -- LEA Coordinator or LEA staff development task force
- -- University personnel assisting CEPD or LEA in coordinating staff development
- -- Intermediate School District personnel

Assessing Staff Development Needs

Assessing needs for staff development is an important first step. It creates staff involvement early in the process of designing the program. It allows staff members to see their input and suggestions incorporated into the program.

Approaches vary. At the end of this chapter are some tools for assessing staff development needs. Briefly they are:

supplement V & W	can be used to assess staff development needs in general
supplement X	is a tool to assess counselor needs for staff development
supplement Y & Z	are questionnaire tools which seeks to determine where the staff stands in terms of career education and assess their needs for staff development.

Any of these tools can be adapted to the needs of the LEA. When one is selected, the steering committee or task force may design a plan for facilitating staff involvement in completing the instrument and collecting, analyzing, and interpreting the data.

Once staff development needs have been assessed, the CEPD is ready to begin working with the local educational agency to establish goals and objectives.

Establishing Goals and Objectives

A staff development needs assessment is the beginning step for setting staff development goals. CEPD staff and the local coordinator can work with the LEA steering committee or staff development task force to establish goals and objectives for a staff development program based on the results of the assessment.

The staff development program may be designed as a series of workshops or inservice days--according to provisions in staff contracts, staff availability, or staff interest.

It is suggested that the steering committee select one or more goals for the first inservice. The goals identify the general direction or purpose for the inservice; the goals must then be restated in performance terms--what will participants be able to do as a result of the inservice; these performance objectives are often called participant outcomes. The outcome of the first inservice may affect the goals and participant outcomes of subsequent inservice. The steering committee may choose to establish a series of goals and participant outcomes that would be implemented during the course of a year.

supplement AA	represents a set of participant outcomes specified for a staff in one school district for a single workshop
supplement BB	is an example of a set of goals and objectives for two workshops for counseling and guidance personnel
supplement CC	is a sample set of participant outcomes for a five-day summer workshop

Once participant outcomes (goals and objectives) are stated, CEPD personnel can begin working with the steering committees or task forces to plan the inservice program.

Planning the Staff Development Program

Effective planning should include the following elements:

- determining a design and a reward system
- identifying the facilitator(s)
- identifying an agenda
- identifying resources
- arranging facilities
- promoting the program and selecting participants

A useful guide for planning workshops is found in the Career Education Workshop Implementor Handbook. It is called "The Workshop Planning Guide" and it defines a model workshop program in terms of identifying;

- what is the target?
- what will be an effective approach?
- what kind of evidence will be accepted as proof of having reached the target?

The guide suggests that one person have the responsibility for the workshop, but that the committee approach to planning and implementing the workshop has built-in advantages. It involves participants and creates a measure of ownership which increases the chances of success.

determining a design and a reward system

Is the workshop for a three-hour inservice afternoon set aside by the district?

Is it the first of a series of workshops planned for the staff in the district?

Is it a series of workshops planned by a university and offered for credit?

Is it a summer workshop (one week) offered by a district or university?

Whatever the design, the participants will need some reward for participation.

The reasons for participation can vary. To some, the acquisition of a skill is reward enough. To others, it may be the promise of credit on the LEA salary schedule, university credit, or peer recognition. To others it may come in the form of released time, compensation, additional instructional resources or administrative recognition.

There are some to whom a free meal is reward enough.

identifying a facilitator

Being a facilitator requires not only adequate knowledge and preparation, but a measure of enthusiasm and skill in group leading.

An integral part of selecting a facilitator involves negotiating with that facilitator. In negotiating with a potential facilitator, whether it is university personnel, intermediate personnel, out-of-state consultants, or local personnel, consider the following hints:

1. Have clearly in mind what should happen: Should the participants say it was fun? Should the participants be able to demonstrate an acquired skill? These participant outcomes should be agreed upon by the facilitator and the contractor before the workshop. It is on the basis of these desired outcomes that participants will evaluate the workshop.

2. Understand who the audience is and where they stand in terms of career education. Communicate this to the facilitator. A workshop will be designed differently for participants who have solid background in career education than for those who are being introduced to the subject for the first time.

3. When the participant outcomes and the audience have been determined, utilize the Consumers Guide (disseminated to all CEPD coordinators) to identify the facilitators:

   -- with whom you have had personal experience, or

   -- who come recommended by someone you respect, or

   -- who provide references who can evaluate past inservices by that facilitator

4. When there are two or three choices for acquiring facilitators, meet with them and specify:

   -- what outcomes are desired

   -- compensation available

   -- what is expected of the facilitator

   -- what the facilitator can expect

When working with facilitators remember that their perceptions of inservice may vary from those of CEPD personnel. Some are specifically geared toward working with local staffs and have release time to do so. Others do not.

Pick and choose carefully. The facilitator is an extremely important factor in success or failure of inservice programs.

developing
an
agenda

The workshop coordinator and the facilitator usually work cooperatively in developing an agenda. Some agendas are specific, others are general.

Supplements DD, EE, FF and GG are examples of workshop agendas.

Agendas should serve as broad outlines of what the flow and content of a workshop is.

identifying
resources

Resources fall into two basic categories; personnel and material. The facilitator is probably the most important personnel resource for the workshop, but other CEPD and local persons can also be a valuable resource to assist the facilitator.

They can be utilized at resource stations during the workshop, or as consultants for individual and small group activities.

Material resources depend upon the goals and objectives of the inservice. A workshop materials listing was referred to in table 1 at the beginning of this chapter.

arranging facilities

Facilities should be geared to not only the number of participants, but to the manner in which the workshop is to be conducted. If small group activities are to be used, adequate arrangements should be made to allow group activities which will not interfere with other groups.

If an instructional or media resource center is close-at-hand it may be used to show interested participants the kinds of resources that exist and how they can be utilized.

Depending on the format of the workshop, practical considerations include preparations for things like tables and chairs, chalkboards, overhead projectors, duplicating equipment, motion picture or slide projectors, sound machines. The facilitator should be able to determine in advance what, if any, of these things will be needed. A ready response to the resource and facility needs of the facilitator during negotiations could serve as an indicator of his or her preparedness and qualifications for running the workshop.

Meeting locations should be clearly marked. Coffee and refreshments should be provided.

promoting the program and selecting participants

Commitment by the local administration (and school board) can facilitate acceptance of workshops among the target audience.

A simple informative promotional tool can be the first step in getting significant participation. Flyers or newsletters are easily distributed.

Supplements HH, II, and JJ are examples of staff developed promotional efforts by project CEPDs. For ease of response, a detachable reply card/registration card, is a sure winner.

In selecting participants, some general guidelines are suggested:

1. Determine the number of participants to be inserviced It is recommended that workshops generally do not exceed twenty-five participants, but this number will vary with the nature of the inservice and the selection criteria used. Communicate your selection criteria clearly.

2. Determine the grade levels and possible subject matter areas to be included in the workshop. While not necessary, you may wish to limit the workshop to specific grade groups (elementary, junior high and senior high school). Be sure to make any restrictions known to would-be applicants.

3. Local district and building administrators should be encouraged to participate in the promotion of workshop activities and the selection of participants.

4. Mandatory participation should be strongly discouraged.

5. Participation should be encouraged for those who have demonstrated a genuine interest in career education and a willingness to develop delivery techniques.

6. A combination of teachers, counselors, and administrators can increase communication in building a unified inservice program.

7. An attempt should be made to have participants agree to;

   -- participate in the total workshop, not just one part

   -- develop and use curriculum materials and teaching techniques as identified in the workshop

   -- serve as future resource persons for other efforts.

Once the participants have been selected, it is recommended that they be formally notified, and that they receive information about the objectives of the workshop, its schedule and design, its time, place and dates (as well as any preparation required of participants), procedural information about the facilities, and any college required procedures (if the workshop is for college credit).

Supplements KK and LL should assist CEPD personnel in communicating this information.

Supplement KK is a series of workshop plans for local career education coordinators to be conducted by the CEPD staff.

Supplement LL is a career education steering committee plan stating objectives, inservice requirements and program evaluation information.

Implementing the Program

Implementing a workshop should generally address the following subjects:

- pre-testing to determine the career education awarenesses of the participants
- involving the participants in group cohesiveness activities that foster cooperation in reaching common goals
- providing breaks at appropriate times
- mixing large group, small group and individual activities
- the ability to change activities in reaction to participants responses.

Evaluating the Program

A common evaluation of workshops is the post test which can be adapted from pre-test (familiarity with the form can make it easier for the participant to concentrate on the content). It helps determine if the stated goals were met. An example may be referred to in the Career Education Workshop Implementor Handbook.

Another evaluation can take place during the workshop. It usually takes the form of a questionnaire asking the participant to react to the workshop activities, resources and the facilitator(s).

Supplements MM, NN, and OO represent sample evaluation forms used in workshops.

Following-up the Program

Without an adequate follow-up program, staff development efforts may become utterly useless. More than one CEPD coordinator has been heard to comment, "I inserviced those people last year, and now I have to go back and do it all over again."

Ideally an inservice would create enthusiasm in the local staffs to use the tools gained at the inservice. To whatever extent that enthusiasm for using new skills exists, the CEPD should be actively involved in capitalizing on it. It is necessary then to encourage and assist local staffs in using the tools.

The Career Education Workshop Implementor Handbook contains one technique for follow-up. "The Personal Goal Setting Form" allows participants to specify goals for developing curriculum and implementing curriculum developed at the workshop.

The following is a series of steps to consider for follow-up to a staff development program.

1. The workshop implementor should assume responsibility for the follow-up effort by initiating the follow-up activities or by identifying another person who will (building principal, local career education coordinator, or others).

2. The follow-up person (coordinator) should attend all sessions of the workshop and should arrange a meeting with participants at the beginning of school to cooperatively plan follow-up activities.

3. The coordinator should arrange for periodic meetings to review progress and extend or modify plans.

4. The coordinator should enlist resources to aid in the achievement of participant goals.

5. The coordinator should initiate reward systems to recognize accomplishments of the participant group and to provide an incentive for continued interest. The reward offered for performance could be university credit, credit on the district salary schedule, released time for additional planning, recognition of accomplishment, involvement in helping others to implement career education.

6. Identify persons who have noticed the work of the participant (parents, other teachers, administrators) and provide clarification if necessary, perhaps encourage participation, and inform the participant of the attention he or she has attracted.

Supplements to Staff Development

V thru OO

LOCAL SCHOOL STAFF
CAREER EDUCATION ASSESSMENT*

PART I

Examine the following items and rate yourself according to the degree to which you feel the statement reflects your skills and knowledge at the present time. Place an "X" in the space you feel best describes you. The first one is done for you as an example.

At this time, do you feel you have the knowledge necessary to:

Drive your car to work?

Yes Absolutely:_____:_____:_____:_____:__X__:Absolutely Not

1. Articulate to others, a definition of career education?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not

2. Work effectively with other teachers and counselors in career education?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not

3. Develop lesson plans that incorporate career development content into existing instruction?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not

4. Articulate to others the Michigan Career Education Model?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not

5. Specify performance goals and objectives for instruction and guidance?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not

6. Develop learner activities that are effective in achieving career development outcomes?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not

7. Identify audio-visual and support materials to supplement career development instruction?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not

8. Contribute toward the development of a school and/or district career education plan?

   Yes Absolutely:_____:_____:_____:_____:_____:Absolutely Not supplement V-2

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* Adapted from assessment used in CEPDs 7 and 8.

At this time, do you feel you have the knowledge to:

9. Identify the role of the school in delivering career education?

Yes Absolutely:______:______:______:______:______:Absolutely Not

10. Identify community resources that could supplement my career development instruction?

Yes Absolutely:______:______:______:______:______:Absolutely Not

PART II

Examine the following items and rate them according to the degree to which you feel they reflect your present thinking.

1. At the present time do you feel there is sufficient communication between counselors and teachers?

Yes Absolutely:______:______:______:______:______:Absolutely Not

2. At the present time do you feel there is sufficient communication between administrators and staff?

Yes Absolutely:______:______:______:______:______:Absolutely Not

3. Would you like counselors to become more involved with curriculum planning?

Yes Absolutely:______:______:______:______:______:Absolutely Not

4. Could you utilize counselors more as resources in the classroom?

Yes Absolutely:______:______:______:______:______:Absolutely Not

5. Do you know enough about what types of information are available from the counselors?

Yes Absolutely:______:______:______:______:______:Absolutely Not

6. Do you feel you understand career guidance?

Yes Absolutely:______:______:______:______:______:Absolutely Not

7. Do you feel you should be involved in career guidance activities (Example: student decision making, self assessment, career planning).

Yes Absolutely:______:______:______:______:______:Absolutely Not

8. Do you refer your students to the occupational information available in your school?

Yes Absolutely:______:______:______:______:______:Absolutely Not

9. Should parents and community persons be more involved in classroom activities?

Yes Absolutely:________:________:________:________:________:Absolutely Not

10. Is placement of students into jobs a responsibility of the school?

Yes Absolutely:________:________:________:________:________:Absolutely Not

11. Should students have opportunities for work experience?

Yes Absolutely:________:________:________:________:________:Absolutely Not

12. Should the school help students explore a variety of life styles?

Yes Absolutely:________:________:________:________:________:Absolutely Not

13. Should the school help students enter and adjust to a post secondary education, training programs or jobs?

Yes Absolutely:________:________:________:________:________:Absolutely Not

14. Should schools provide students with more information about possible leisure and family roles to aid them in their career planning?

Yes Absolutely:________:________:________:________:________:Absolutely Not

15. Should schools provide students with more information about citizen roles to help them determine the relationship to career planning?

Yes Absolutely:________:________:________:________:________:Absolutely Not

16. Are you doing anything in the area of career education?

Yes Absolutely:________:________:________:________:________:Absolutely Not

17. Do you feel it is important to do something in career education?

Yes Absolutely:________:________:________:________:________:Absolutely Not

18. Would you be willing to share career education information with other teachers?

Yes Absolutely:________:________:________:________:________:Absolutely Not

19. Would you like to see other career education programs?

Yes Absolutely:________:________:________:________:________:Absolutely Not

20. Would you like to participate in a career education workshop?

Yes Absolutely:________:________:________:________:________:Absolutely Not

SELF-ANALYSIS INSTRUMENT*

SCALE: 0 - N/A
1 - Daily
2 - Weekly
3 - Monthly
4 - Seldom
5 - Never

Building________________

Dept. ________________

ARE YOU INTEGRATING INTO YOUR TEACHING AND GUIDANCE ACTIVITIES:

_____ 1. the awareness that school is a job that requires mastery of basic skills for success.

_____ 2. the discussion of the rights and responsibilities of a good citizen.

_____ 3. the sound use of consumer skills.

_____ 4. the making of intelligent decisions.

_____ 5. an understanding of our environment and the impact on each person's life.

_____ 6. having respect for self and others.

_____ 7. the making of career choices based on an understanding of one's own abilities.

_____ 8. substance use and abuse and making sound decisons relative to them.

_____ 9. the making of personal value judgments.

_____10. the ability to find employment.

_____11. the ability to make curricular choices based on career aspirations.

_____12. the ability to recognize one's own unique characteristics.

_____13. the understanding of the use of various communication tools and their effect on life styles and future career choices.

_____14. the relationship of basic skill development to life roles within the community.

_____15. the identification and understanding of values as they relate to life styles.

---

* Adapted from assessment used in CEPD 32

_____16. the development of the concept of managing finances (earning, spending, borrowing, saving).

_____17. the understanding of economic potential as related to careers, i.e., relate cost of entering a field to future expected income.

_____18. the understanding of how to resolve personal conflict between individual and group goals.

_____19. the understanding of the skills necessary to acquire, maintain, and progress in employment.

_____20. the understanding of how to relate the school environment to society at large and a need for structure and order.

_____21. the application of the decision-making process to home, school and social related problems.

_____22. the realization of the need for goals in life-style decisions.

_____23. the appreciation of all forms of human endeavor and work.

_____24. the awareness of the importance of getting along with other people.

_____25. the awareness of the capabilities and limitations of individuals.

_____26. the relationship of the mastery of educational skills to individual success.

_____27. the relationship of personal values and the influence of other's values on career choice.

_____28. the identification of the necessary abilities required in a selected career.

_____29. the comparison of local jobs to jobs in general.

_____30. the determination of a tentative personal schedule to acquire these necessary and desired special skills.

Counselor Competencies

The following statements describe possible counselor competencies (skills) needed for a career guidance program. Please respond twice for each statement. First, indicate (by circling 1, 2, 3, 4, or 5) how important the competency is for a career guidance program, and, second, indicate (by circling 1, 2, 3, 4, or 5) how much inservice help you need to develop the competency.

Importance						Counselor Competency	Need for Inservice				
None	Little	Some	Much	Great			None	Little	Some	Much	Great
1	2	3	4	5	1.	Knowledge of sources of educational vocational information.	1	2	3	4	5
1	2	3	4	5	2.	Ability to relate test scores to occupations and explain the rationale for the relationship.	1	2	3	4	5
1	2	3	4	5	3.	Ability to use career materials, such as games and kits, in career guidance.	1	2	3	4	5
1	2	3	4	5	4.	Ability to communicate about career guidance program to the administration.	1	2	3	4	5
1	2	3	4	5	5.	Ability to integrate placement activities with available information systems and career guidance.	1	2	3	4	5
1	2	3	4	5	6.	Knowledge of current career opportunities as they relate to minority groups.	1	2	3	4	5
1	2	3	4	5	7.	Ability to help teachers integrate career development into the curriculum.	1	2	3	4	5
1	2	3	4	5	8.	Ability to coordinate career guidance programs with curriculum, instruction, and other student personnel services.	1	2	3	4	5

(Please turn to the next page)

Counselor Competencies - Cont'd

Importance						Counselor Competency	Need for Inservice				
None	Little	Some	Much	Great			None	Little	Some	Much	Great
1	2	3	4	5	9.	Ability to interpret results of program evaluation to staff, parents, students and community.	1	2	3	4	5
1	2	3	4	5	10.	Knowledge of current career opportunities as they relate to women.	1	2	3	4	5
1	2	3	4	5	11.	Ability to develop a system for working with parents regarding educational and occupational planning for their children.	1	2	3	4	5
1	2	3	4	5	12.	Ability to collect, synthesize, and disseminate information about careers.	1	2	3	4	5
1	2	3	4	5	13.	Ability to accurately organize and maintain student data in files.	1	2	3	4	5
1	2	3	4	5	14.	Knowledge of the role of the decision-making process in career development.	1	2	3	4	5
1	2	3	4	5	15.	Ability to relate appraisal data to the total school instructional program.	1	2	3	4	5
1	2	3	4	5	16.	Knowledge of information concerning post-high school job placement and school selection.	1	2	3	4	5
1	2	3	4	5	17.	Knowledge of effective public relations techniques.	1	2	3	4	5
1	2	3	4	5	18.	Ability to plan and implement teacher inservice for career educational programs.	1	2	3	4	5

(Please turn to the next page)

Counselor Competencies - Cont'd[1]

Counselor Competency

Importance						Need for Inservice				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	19. Knowledge of the career needs of exceptional children.	1	2	3	4	5
1	2	3	4	5	20. Ability to select, organize, and classify materials for a career resource center.	1	2	3	4	5
1	2	3	4	5	21. Ability to design and conduct classroom career guidance activities.	1	2	3	4	5
1	2	3	4	5	22. Ability to write measurable objectives for the guidance program.	1	2	3	4	5
1	2	3	4	5	23. Ability to help teachers relate course work to student's future life planning.	1	2	3	4	5
1	2	3	4	5	24. Knowledge of instruments available for measuring of vocational development.	1	2	3	4	5
1	2	3	4	5	25. Ability to design a system to evaluate career guidance objectives.	1	2	3	4	5

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[1] Career Competency Survey
California Pilot Career Guidance Center
San Diego County Department of Education
1974

supplement Y-1

To: Staff*

From: Career Education Task Force for Middle Schools

The Task Force would like to get a feel of how career education is looked upon at the middle school level. Please answer the following questions and return to either ____________________ or ______________________:

1. Have you read the Public Act 97 Career Education?
   ___ Yes ___ No

2. Have you taken any classes or workshops on Career Education?
   ___ Yes ___ No

3. Do you see Career Education as a value at the middle school level?
   ___ Yes ___ No

4. Do you, at this time, incorporate any career education material in your classes?
   ___ Yes ___ No

   --if so, to what degree?

   ____

   ____

5. Would you like to be part of a Career Education team at your school?
   ___ Yes ___ No

   --if so, how could you help?____

   ____

6. If you are unable to help this school year, do you have any suggestions we could consider? ____

   ____

   ____

Name______________________________________ supplement Z-1

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* Adapted from work done in CEPD 32

Name (Optional)____________________

CAREER EDUCATION SURVEY*

1. During the current school year, how many career education units or lessons have you taught? ____________

   Please state the career development goal for two of these lessons. (What did you want the student to learn?)

   a. ____

   ____

   b. ____

   ____

2. Which of the following teaching strategies have you used this year for career education? (Please check)

   ____________ Resource People

   ____________ Field Trips

   ____________ Films

   ____________ Occupacs

   ____________ Commercial Games

   ____________ Teacher-made Games

   ____________ Interviewing

   ____________ Simulations of Work Situations

   ____________ Role Playing

   ____________ Other - Please State ____________________________

3. What kind of inservice sessions have been most helpful to you? (Please check)

   ____________ Basic Awareness

   ____________ Make It/Take It

   ____________ Curriculum Worksheets

   ____________ Resource Speakers on Career Education

   ____________ Other - Please State ____________________________

   ____

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* Adapted from work done in CEPDs 35, 36, and 47

4. The Chamber of Commerce is proposing a Community Resources Clearinghouse where a teacher could call to get a resource speaker for various clusters, as well as industrial/business films and materials. Do you plan to use this service? ________Yes ________No

5. As you see it, what is most needed to facilitate the continued implementation of Career Education? Please be specific.

____

____

____

____

____

____

Please return by ________________________to:

____
____
____
____

________ COMMUNITY SCHOOLS*

Inservice Program
March 3, 19__

By the completion of this inservice you should:

1. Be more familiar with the Curriculum Council of the __________ Community Schools, its role and function, and its efforts this year in organizing a curriculum structure for __________ Community Schools.
2. Be familiar with the three major learner goals of __________ Community Schools and have related K-12 subject matter goals to these overall district goals.
3. Be familiar with the suggested thrust of the Reference Guide to Career Development Performance Indicators and how it can be used by you in planning instruction.
4. Have identified by subject matter area at least six additional career development goals for which you will be willing to contribute instructional efforts.

---

* Adapted from work done in CEPDs 35, 36, and 47.

Here is a sample set of inservice goals and objectives for guidance staff development.

Goal 1.0: To give counselors the skills necessary to select, organize, classify and use career guidance materials for a Career Resource Center as well as in a classroom.

Objectives:

1.1 Given the S.R.A. Career Information Kit, the counselor can use the kit to find information about many jobs and can teach a student how to use it.

1.2 Given the V.I.E.W. material, the counselor can demonstrate for teachers how to use it and explore with them ways in which they may integrate it into their curriculum.

1.3 Given a list of career guidance materials, the counselor can prioritize each item on the list in terms of its usefulness and select the five best materials for their Career Resource Center.

Goal 2.0: To provide counselors with the skills to aide teachers infusing career guidance activities into their curriculum.

Objectives:

2.1 The counselor will identify three ways in which the curriculum could be strengthened by the cooperative involvement of a counselor and a teacher.

2.2 The counselor will be able to identify where in the curriculum guidance activities are, or could be, implemented with the cooperative effort of a teacher and counselor.

* Adapted from The Process Guide for Career Guidance, MDE

CAREER EDUCATION WORKSHOP
PARTICIPANT PERFORMANCE OBJECTIVES**

Given the necessary time, resources, and information, and coupled with a collaborative effort on the part of all in attendance at the workshop you should be able to achieve the outcomes noted below:

1. Develop and articulate to others a definition of career education he/she can support and promote.

2. Possess a knowledge of and articulate to others the complementary relationship that exist between the concepts of career education and their present education programs.

3. Value the process of integrating career development performance indicators with career preparation performance indicators which include academic vocational and technical subject matter performance objectives as a productive means of improving school curricula.

4. Associate other services and resources available within local district to assist in the implementation of the career education concepts.

5. Develop through a prescribed format a minimum number of lesson plans or career guidance plans that you can use during the next school year.

*6. Identify and make application of home, school and community resources which will contribute to the effectiveness of the pupil's learning experiences.

*7. Promote the cooperative working relationships between teachers and counselors to increase the effectiveness of the pupil's learning experiences.

*8. Value the process of planning instruction in a systematic manner that is characterized by answering the following statements:

   - Determining and describing what it is we want to achieve.

   - Doing what is necessary to achieve the desired results.

   - Checking to see that we have succeeded in doing what we set out to do.

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* Optional
** Taken from the Career Education Workshop Implementor Handbook

supplement DD-1

MEMORANDUM*

TO: Elementary Staff

FROM: Workshop Facilitators

DATE: January 22, 19__

RE: Inservice on Tuesday, January 27, 19__

For the workshop on Tuesday we need your cooperation and help with the following:

1. Bring any lesson you are very familiar with that you want to infuse career education into. Relevant materials and/or lessons plans will help. In addition, bring your copy of Goals & Performance Indicators. (Jolly Green Giant)

2. Before the workshop you should decide whether to work individually or with another teacher, counselor, CETA aide, reading teacher or media personnel. No more than 3 to a group please.

3. Attached is the activity sheet we are asking you to fill out during the workshop (two copies please). One copy is to be given at the end of the workshop to the coordinator in your building.

   Plans are to publish the lesson topics and a one sentence description of the activity by building.

4. Room assignments are as follows: (All rooms are in the east end of the building.)

Grade	Room
K + 1	Rooms 9 & 10
2 + 3	Art Room
4 + 5	Media Center (Library)

Resource Room Teachers & Aides - Lounge
Art, Music, and Phys. Ed. - Music Room

Administrators, aides, CETA aides, counselors, media coordinators, media clerks and reading teachers are asked to work with any teacher as listed in the five groups above. Only one of these people to a group.

People who want to work by themselves in peace and quiet may wish to go to the Media Center, Room 6.

COFFEE WILL BE AVAILABLE AT 7:30. THE WORKSHOP IS TO BEGIN AT 8:00 am IN THE ALL PURPOSE ROOM. After a general session we will break up into smaller groups as out-lined above.

AGENDA for the workshop is as follows:

1. Introduction
2. "A Short Overview of Career Education"
3. Questions & answers
4. A career development activity - An Example
5. Experiencing a "Career Education Lesson"
6. The Infusion Process demonstrated
7. Activity development - break into groups according to the above

* Adapted from workshop conducted in CEPD 32

supplement DD-2

CAREER EDUCATION WORKSHEET*

Name ______________________

Grade Level ______________

1. SUBJECT AREA(S) to be taught, and learner outcomes desired from the lesson

2. CAREER DEVELOPMENT learner outcomes

3. CAREER EDUCATION PERFORMANCE OBJECTIVE (combination of 1 & 2 above)

4. ACTIVITIES (Needed to accomplish #3 above)

5. MATERIALS (Needed to accomplish #4)

6. RESOURCE PEOPLE

7. EVALUATION (How will you know that you accomplished #3?)

Self Awareness

Career Awareness

Decision Making

Planning & Placement

* Adapted from work done in CEPD 32

supplement EE-1

CAREER EDUCATION IN A
CHANGING WORLD*

8:30 a.m. Coffee

9:00 a.m. OVERVIEW OF THE COMPONENTS OF CAREER EDUCATION

________________________, ________________________

9:30 a.m. CAREER EDUCATION: PLANNING FOR A REGIONAL CENTER

________________________, ________________________

10:00 a.m. INSERVICE AND LOCAL DISTRICT PLANNING FOR CAREER EDUCATION

________________________, ________________________

10:30 a.m. CAREER EDUCATION: FROM THE ASSOCIATE DEGREE TO THE UNIVERSITY FOR THE PREPARATION OF TEACHERS

________________________, ________________________

11:00 a.m. DISCUSSION, QUESTIONS AND ANSWERS: PARTICIPANT INVOLVEMENT

12 noon Luncheon

12:30 p.m. COMMUNITY SUPPORT FOR CAREER EDUCATION
Luncheon Presentation by ________________________,
____

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* Adapted from work done in CEPD 29

STAFF DEVELOPMENT PROGRAM*

> "It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage, than the creation of a new system. For the initiator has the enmity of all who would profit by the preservation of the old institutions and merely lukewarm defenders in those who would gain by the new ones."
>
> Machiavelli, "The Prince" (1513)

8:15 Registration and Coffee

8:30 LeFevre "A" Guidance Task Force
LeFevre "B" Reporting Task Force
OLC "A" Computers Task Force
LeFevre "C" All other Task Forces

10:00 Break

10:15 Small Group Sessions:
  Group A in LeFevre "A"
    The Infusion Process
      University Facilitators
  Group B in LeFevre "B"
    Classroom Activities For Career Education (K-6)
      ________________ Media Services
      ________________ Instruction Division
      ________________ Elementary Practitioner
  Group C in LeFevre "C"
    Warren Consolidated Schools--Project C.A.R.E.
      ________________ Career Development Specialist
      ________________ Upper Elementary Practitioner
      ________________ Lower Elementary Practitioner

12:00 Lunch

1:00 Repeat of 10:15 session (See Program above)

2:45 Break

3:00 Local Education Agency meetings

---

* Adapted from work done by CEPD 40

CAREER EDUCATION INSERVICE*

- AGENDA -

I. Introduction: What is Career Education?

  A. Components and Life Roles by ____________________

  B. Why Career Education by ____________________

  C. Examples of Rationale (or what's in it for students) by __________________

II. Film: "Success Story"

III. What's Happening and Where?

  A. Other Schools by __________________________

  B. Activities and Ideas at West Middle School by _______________

  C. Resources and Materials by ______________________

IV. Reactions:

  A. What More Do You Want To Know About Career Education by ___________________________

  B. How Does One Start Using Career Education? by_________________

  C. "Reflections" by ______________________

V. Interaction

---

* Adapted from work done in CEPD 32

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supplement HH-1

LEADERSHIP DEVELOPMENT FOR CAREER EDUCATION*

A WINTER WORKSHOP

WHAT This graduate workshop is designed primarily for those leadership personnel who have been given the responsibility for developing a local district's comprehensive Career Education program. Administrative leaders, local Career Education Coordinators and others will develop strategies for implementing the Local Career Education Plan submitted by their district for 19__-__. The workshop will also provide a vehicle through which the many facets of a comprehensive program for Career Education can be efficiently coordinated. Districts may enroll teams to facilitate greater communication and interaction between administrative and Career Education leaders or individuals may wish to develop Career Educaton leadership skills.

WHEN Registration for the workshop and the first session will be held Wednesday, January 14, 19__ at 4:00 P.M. at ________. Subsequent meeting times and places will be determined by workshop participants. The workshop will meet nine Wednesdays for approximately 3 hours each.

INSTRUCTOR ________________, Associate Professor, ________________ University will have primary responsibility for instruction. A variety of consultants and other resources will be used to meet the individual needs of participants.

RETURN TO:

CAREER EDUCATION

____

____

____

* Adapted from work done by CEPD 32

supplement HH-2

Workshop participants may enroll for 3 term/2 semester hours of graduate credit from one of the following universities:

CREDIT-COST

____________________ course # _____ cost _____

____________________ course # _____ cost _____

____________________ course # _____ cost _____

Tuition fees are at the prevailing rates for off-campus graduate classes for Winter 1976. If you have questions concerning the applicability of the course credit for your graduate work, please call your advisor, the certification officer at your institution or the University Consortium Center (459-7123)

HOW TO ENROLL

Determine need for coordinating team approach to Career Education planning effort.

Select team (or individual) to participate in workshop.

Register intention to enroll as soon as possible by completing form below.

Tear off form and return to:

CAREER EDUCATION
____
____

Register and pay fees at first session - Wednesday, January 14, 19__, 4:00 P.M. (Make checks payable to your university.)

If additional information is desired, call the Career Education office - ______________________.

- -

Winter 19__
Registration Form
LEADERSHIP DEVELOPMENT FOR CAREER EDUCATION

NAME OF SCHOOL DISTRICT: ________________________________

The following person(s) will be enrolling in the LEADERSHIP DEVELOPMENT FOR CAREER EDUCATION Workshop:

Name	Position	Tele. No.	University

Please return to: Career Education
____
____

UNIVERSITY CREDIT REQUIREMENTS OF WORKSHOP PARTICIPANTS*

Those enrolled in the workshop for three (3) semester hours of credit will be expected to complete the following tasks:

1. For those desiring an "A" in the workshop, the following criteria must be met:

   A. Perfect attendance during all sessions of the workshop.

   B. Completion of a minimum of four (4) curriculum worksheets, each of which will contain in writing:

      (1) One academic performance objective
      (2) One career development performance objective
      (3) A minimum of three (3) learner activities designed to achieve the objectives noted - these activities should provide the learners with several options regarding achieving the objectives.
      (4) Necessary resources, teacher activities, and support services needed to bring about the identified learner activities.
      (5) A pre-test design.
      (6) A post-test design.

   C. Including one (1) of the four (4) curriculum worksheets, the identification of a community resource to be used in the implementation of the lesson noted by:

      (1) The completed community resource contact sheet.
      (2) A summary of the interview with the community resource contact.

   D. Presenting one (1) curriculum worksheet lesson to workshop participants.

   E. Including for one (1) of the four (4) curriculum worksheets a media aid which will contribute to the achievement of the objectives of the lesson. This is to be an aid constructed by the participant, rather than a commercial one.

   F. Completing an additional project related to the workshop objectives. This project will be determined by the participant and have the agreement of the workshop coordinator. Some examples of additional projects include:

      (1) Completing additional media aids.
      (2) Development of additional lessons.
      (3) Complete additional community contacts related to planned lessons.
      (4) Other projects.

2. For those desiring a "B" in the workshop, all criteria noted above must be met with the exception of the number of curriculum worksheets to be completed. Participants will be required to complete three (3) curriculum worksheets.

* Adapted from work done by CEPDs 35, 36, and 47

A SCHEDULE OF WORKSHOPS FOR EDUCATORS IN OUR AREA*

I. Creating the "Our Classroom" Feeling

This workshop is designed for teachers who are intent on promoting within their classroom the concept of "our". It deals with our, we, us, rather than I, me, my. Specific examples from actual classrooms are shown. The emphasis is on notions of self-awareness, togetherness, and relating in honest, human terms. There will also be a display of teacher-made materials dealing with self-awareness. Participants will have an opportunity to examine these materials, copy ideas, and discuss adapting and using these materials with the workshop consultant.

WHERE: ______________________

____

DATE: ______________________

Time: 7:00 - 9:00 p.m.

Level: Grades K thru 8

Fee: Members: $3 Non-Members: $9

Instructor: ______________________

____

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* Adapted from work done in CEPDs 35, 36, and 47

II. Meeting A Special Need: Gifted Students

? What is Giftedness?

? How can we identify gifted and talented students in our schools?

? How can I design tasks and activities for gifted students in my classroom?

? What are other school systems and teachers doing to meet this special need?

This workshop will offer answers to these questions, and many more.

WHERE: ______________________________
____

DATE: Monday, April 12, 19__
TIME: 4:00 - 6:00 p.m.
LEVEL: Grades K thru 8
FEE: $3.00

INSTRUCTOR: ______________________________
____

III. Reading: The Move To Individualize

At this time of the year when reading is the same old routine, liven up lessons and get the class tuned in/turned on by trying individualized reading.

This workshop demonstrates how to begin record-keeping and will provide participants with ideas for projects and games for grades 4 through 8.

WHERE: ______________________________
____

DATE: Monday, March 29, 19__
TIME: 7:00 - 9:00 p.m.
LEVEL: Grades 4 thru 8
FEE: Members; $4.00
Non-Members: $12.00

INSTRUCTOR: ____________________
____

supplement KK-1

TO: Local District Career Education Coordinators*

FROM: Project Staff

DATE: October 3, 19__

SUBJECT: INFORMATION ON CAREER EDUCATION WORKSHOPS FOR LOCAL DISTRICT CAREER EDUCATION COORDINATORS FOR 19__-__

After reviewing the completed questionnaires of the September 16-17 Career Education "Kick Off" Workshop, we are pleased to announce the following tentative schedule of workshops for you to be conducted during the 19__-__ school year. (See enclosures.)

These programs will address specific objectives and concerns of Local District Career Education Plans and should give you information, methods, techniques, and other resources needed to achieve the objectives of your plans. Times, places, and agendas for the first three programs have been established. Information on the remainder of the programs will be provided at a later date.

After reviewing the information, please return the lower portion of this mailing (the Report Back Form) so that we can continue our planning for the initial three programs. Thank you.

bf

cc: Superintendent of Schools

PLEASE RETURN BY
OCTOBER 15

REPORT BACK FORM

NAME______________________________ POSITION__________________

SCHOOL DISTRICT____________________________ CEPD #______________

I will attend Program #1. Yes____ No____

I will attend Program #2. Yes____ No____

I will attend Program #3. Yes____ No____

Please plan on me for a 12:00 noon luncheon on October 22, 19__. Yes____ No____

Please plan on me for a 12:00 noon luncheon on October 31, 19__. Yes____ No____

Please consider the following additional areas to be considered in the Region XII scheduled workshops:

____

____

Please return by ______________ to:

____

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* Adapted from work done by CEPDs 35, 36, and 47

LOCAL DISTRICT CAREER EDUCATION COORDINATOR WORKSHOPS
FOR 19__-__

PROGRAM #1 - ORGANIZING LOCALLY FOR CAREER EDUCATION

Questions to be addressed at this workshop:

(1) How to organize a local district steering committee. What to do, what kind of goals to establish.

(2) Identifying the roles of staff in local district Career Education efforts.

(3) Identifying the changes promoted by Career Education and what they mean for a local district.

When: Wednesday, October 22, 19__
9:30 a.m. - 12:00 noon

Where: ____________________
____
____

Resource People: Yet to be determined

PROGRAM #2 - GOAL SETTING AND THE LOCAL DISTRICT

Questions to be addressed at this workshop:

(1) Identifying approaches to establishing a curriculum structure for your instructional programs.

(2) How to use the Michigan Department of Education Goal Setting process in establishing local district goals.

(3) How to use the Phi Delta Kappa Goal Setting process in establishing local district goals.

(4) How to develop your own unique methods in establishing local district goals.

When: Wednesday, October 22, 19__
1:00 p.m. - 3:30 p.m.

Where: ____________________
____
____

Resource People: ____________________, Michigan Department of Education
____________________, Elementary Principal
____________________, High School Principal

PROGRAM #3 - CREATING AN AWARENESS OF CAREER EDUCATION FOR SCHOOL PUBLICS

Questions to be addressed:

(1) Methods and techniques to use in making the following groups aware of Career Education:
  A. Boards of Education
  B. Steering Committees
  C. Administrative Groups
  D. Teachers, Counselors, and Support Personnel

When: Friday, October 31, 19__
9:30 a.m. - 12:00 noon

Where: ____________________
____
____

Resource People: Yet to be determined

PROGRAM #4 - INTRODUCTION TO PILOT STRATEGIES TO IMPLEMENT CAREER EDUCATION

Questions to be addressed:

(1) Training trainers for infusion Process.

(2) Exploration Programs.

(3) Utilizing media and materials.

(4) Guidance and Career Education.

(5) Providing follow-up services to those implementing Career Education in the classrooms.

When: Week of November 17

PROGRAM #5 - CREATING AWARENESS FOR COMMUNITY PUBLICS

Questions to be addressed:

(1) Creating awareness for the following publics:
  A. Parent groups
  B. Severe-oriented groups
  C. General public

When: Week of November 17

PROGRAM #6 - ESTABLISHING STARTER LISTS OF PERFORMANCE OBJECTIVES

When: Week of January 12

PROGRAM #7 - CONTINUATION OF PILOT STRATEGIES

When: Week of January 19

PROGRAM #8 - EVALUATION

When: Week of March 8

supplement LL-1

CAREER EDUCATION STEERING COMMITTEE*

The Career Education Steering Committee has been working since September 19__. They have worked diligently to determine the needs of the students in the area of career education and should be commended for the progress they have made in meeting these needs.

When Phase II and Phase III of the Career Education Pilot Program is implemented, the Steering Committee will be expanded to include members of the community and students.

CAREER EDUCATION

It is recommended a three phase Career Education Pilot Program be conducted in the Schools.

Phase I	Determine the State Career Education Goals which are appropriate for each grade level or subject area K-9. Determine the materials which are appropriate for implementing the selected State Career Education Goals for each grade level or subject area K-9. Determine the community resources (speakers, etc.) and places to visit which are appropriate for the implementation of the selected State Career Education Goals for each grade level or subject area K-9.
Phase II	Develop lessons or units of study for infusing career education goals into the existing curriculum.
Phase III	Implement the selected State Career Education Goals into each grade level and subject area.
When to conduct pilot	It is recommended Phase I of the pilot program be conducted during the second semester of the 19__-__ school year. The first phase would commence January 26, 19__ and conclude June 11, 19__.
What Grade Level will conduct pilot	The grades involved would be at least one self contained grade level from kindergarten through fourth grade. Fifth grade through ninth grade levels would pilot the program in one of the subject areas.
Who will conduct pilot	A survey will be conducted to identify those teachers who are interested in participating in the Career Education Pilot Program.

OBJECTIVES OF PHASE I

1. Career Education pilot teachers will determine the State Career Education goals appropriate for each grade level or subject area (K-9). This determination will be made through investigation and trial at the different grade levels and in the different subject areas (K-9).

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* Adapted from work done in CEPD 32

2. Career Education pilot teachers will determine the materials appropriate for implementing each selected State Career Education goal. This determination will be made through investigation and trial at the different grade levels and in the different subject areas (K-9).

3. Career Education pilot teachers will compile a list of community resources (speakers, etc.) and places to visit which are appropriate for the implementation of the selected State Career Education Goals for each grade level or subject area (K-9)

INSERVICE FOR IMPLEMENTING PHASE I OF THE CAREER EDUCATION PILOT PROGRAM

1. Members of the Career Education Steering Committee will attend training workshops.

2. One half-day of inservice will be conducted by the Career Education Steering Committee members for all pilot teachers on January 14, 19__. An additional half-day will be provided if needed for pilot teachers.

   Objectives of the inservice are:

   a. Explain the State Department of Education's Career Education plan.

   b. Explain our LEA's Career Education plan which was submitted to State Department of Education.

   c. Explain the Career Education Pilot program (K-9).

   d. Explain the Career Development Goals & Performance Indicators.

   e. Display materials.

3. Provide one half-day for pilot teachers and members of the steering committee to compile a list of the selected career education goals, materials, and community resources to be used at the various grade levels and subject areas (K-9).

OBJECTIVES OF THE CAREER EDUCATION STEERING COMMITTEE

1. Select through a survey those teachers who are interested in participating in a Career Education Pilot program commencing January 26, 19__ and ending June 11, 19__.

2. Committee members will be responsible for:

   a. maintaining personal contact with a designated number of pilot teachers for a minimum of two visits per month.

   b. reporting to the Steering Committee any problems or area of strength associated with the Career Education pilot program.

3. Compile an internal resource catalogue of available career education materials.

EVALUATION OF THE CAREER EDUCATION PHASE I PILOT PROGRAM

The objectives of the Career Education phase I pilot program have been met if:

1. A list of career education goals appropriate for each grade level or subject area K-9 is available by June 11, 19__.
2. A list of materials appropriate for implementing each of the selected career education goals grades K-9 is available by June 11, 19__.
3. A list of community resource people and places to visit for the implementation of each selected career education goal K-9 is available by June 11, 19 .

Phase II and Phase III of the Career Education Program would be implemented during the 19__-__ school year.

supplement MM-1

GENERAL PURPOSE EVALUATION FORM

Inservice Title ______________________________________

Date ____

INSTRUCTIONS

To determine whether or not this inservice workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this experience. Circle the number which best expresses your reaction to each of the items on this page. The last page provides space for your comments.

Thank you for your help. A summary of all comments will be made available through the workshop director in approximately two weeks. Please return your completed forms to the workshop director before you leave.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the staff and/or consultant(s) was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The ideas and activities presented were:	Very Interesting 7	6	5	4	3	2	Dull 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1
8.	Would you like more information about the topic(s) discussed?	1. Yes					2.	No

If yes: Please provide name and mailing address:

____

____

____

OTHER COMMENTS

supplement NN-1

INSERVICE EVALUATION*

In general, how do you feel about the inservice training session? (check one)

Very Useful				Not Useful
5	4	3	2	1

Did these meetings...	Very Little	Some	Considerably	Quite a Lot
Increase your knowledge of the career education concept?	____	____	____	____
Assist you in developing a career education plan for your district?	____	____	____	____
Improve your skill as a career education resource and consultive employee within your district?	____	____	____	____
Assist you in disseminating information within your district?	____	____	____	____
Increase your knowledge of how to coordinate district activities?	____	____	____	____
Give you ideas that might help you bring about change in your district?	____	____	____	____

What one to three things did you like about the sessions?

What one to three things could we have done better?

On the reverse side, please give suggestions how the CEPD can assist local education agencies in the area of career education.

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* Adapted from work done by CEPD 40

supplement 00-1

CURRICULUM WORKSHOP
CAREER EDUCATION IN THE CURRICULUM*

WORKSHOP EVALUATION

Please respond to the following questions with as much candor and honesty as you can muster. Your responses will serve as a valuable input in considering changes for similar workshops.

1. Were the goals and objectives of the workshop clearly stated?

   ______very clear ______clear ______somewhat ambiguous ______ambiguous

2. Were the goals and objectives of the workshop meaningful ones to pursue?

   ______very meaningful ______meaningful ______somewhat meaningful

   ______not meaningful

   Comments for change:

3. To what extent do you feel the workshop accomplished its stated objectives?

   ______extremely well ______well ______average ______poorly

   What suggestions would you offer for improvement?

4. Did you find the unit outlines useful and meaningful?

   ______very useful ______useful ______not very useful

   What suggestions do you have for improving these outlines?

5. List three activities or aspects of the workshop which were most beneficial to you and describe why.

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* Adapted from work done in CEPD 32

6. List three activities or aspects of the workshop which were least beneficial to you and describe why.

7. List any activities you would like to see as a follow-up to this workshop.

8. How appropriately was the class time used in meeting the objectives?

______very appropriately ______appropriately ______not appropriately

What suggestions could you make for change?

9. Were the resource people used to cover the most appropriate areas of the workshop?

______yes ______possibly ______no

Suggestions regarding other areas for which resource people could have been used or areas for which resource people were not needed.

10. To help in future workshop planning, rank order the following reference materials to indicate the desirability of having a copy for each workshop participant.

______ Career Education in Michigan
______ A Reference Guide to Goals and Performance Indicators
______ Career Development Idea/Activity Book
______ Reference material for writing performance objectives

11. List follow-up activities you would like the CEPD to become involved with.

If you would consent to have your name used as a contact person, i.e. one who has completed this career education workshop, in your district please complete and tear off the bottom portion of this sheet.

Name____

Address____

School District_______________________School_______________________

Area of instruction: Elementary ______. Secondary ______. Counseling ______.

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CHAPTER IV
Promotion

Why Promote

The success or failure of career education efforts is directly related to effective promotion. The goal of promotion is to develop community commitment and involvement.

Effective promotion can create the following outcomes;

-- the community becomes involved in the identification of goals.

-- community resources are identified and utilized in career education efforts.

-- the community is involved on advisory committees.

-- support for millage requests is increased.

-- the schools become less isolated from the community.

For some of the persons involved in education, the CEPD's or LEA's staff development program creates career education understandings. But staff development does not necessarily reach the community or the students.

The Audiences

In designing a promotional campaign, the following should be taken into consideration:

1. What are the primary audiences?
2. What kinds of messages would most likely arouse their interest and support?
3. What are the audiences' goals and expectations for education?
4. What does career education offer as a means of meeting those expectations and goals?
5. Who has credibility with the target audiences?
6. What are some special concerns of needs of the target audiences? (i.e., The Lions Club offers services for the blind. How can career education facilitate this service?)

The Audiences

The CEPD responsibility for promoting career education should not be limited to the schools. Parents, community leaders, workers, taxpayers and educators, must be aware of career education and its implications.

They must be encouraged to take an active role in education. They should be induced to lend individual expertise as an essential element of comprehensive career education.

How to Promote

Promotional efforts should be constant, consistent, and seek to build upon information that has been introduced to audiences. (Some experiences show that one-shot media blitzes receive much attention, but that afterward things revert to "normal.")

Preliminary promotional efforts should attempt to create the awareness within the community that career education is a positive concept designed to help individuals more effectively perform life roles as students, family members, workers and citizens.

First efforts should be intense but brief. They should create a general knowledge of the name "career education" as a concept of education. This lays the groundwork for discussions in greater detail.

The Techniques

When initial awarenesses are created promotional efforts should shift to the active involvement of the community as a resource. What follows is a brief listing of some promotional tools. Later in this chapter these tools will be discussed in greater detail, with some suggested activities and samples.

-- posters - simple with striking graphic design, usually expressing a single thought.

-- radio spots - 10 to 60 seconds (usually in ten second increments) carrying a forceful statement about positive or hopeful outcomes of a program.

-- television spots - similar to radio spots, but with a visual content that should compliment the spoken message. Inserted during programming breaks.

-- slide/tape - combine relatively inexpensive still photography or art work and a taped sound track. Ideal for classroom or parent meetings. Offers great flexibility. Easily reproduced and circulated.

-- flyers - mailable pamphlets covering a wide range of ideas and activities. Inexpensive and communicate well, if intelligently designed, written and organized.

-- newsletters - aimed at parents or other educators, concentrate on activities in the classroom, acknowledge innovation, name names, identify students, promote community involvement.

-- feature articles - straightforward discussions of terminology, practical activities and their results. Developed cooperatively with editors of community newspapers.

-- news releases - to local news outlets and broadcasters about future activities.

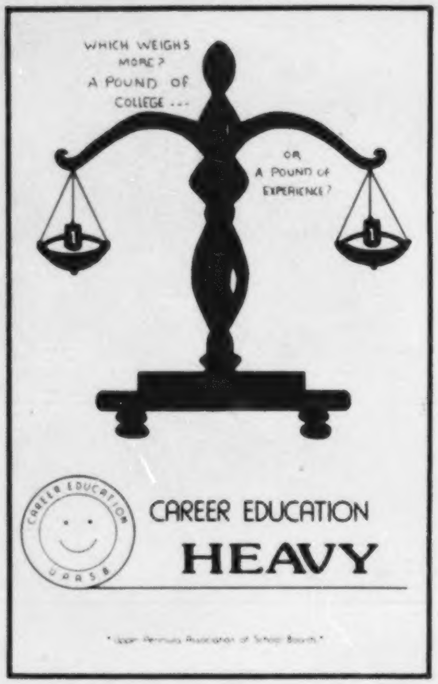
Posters

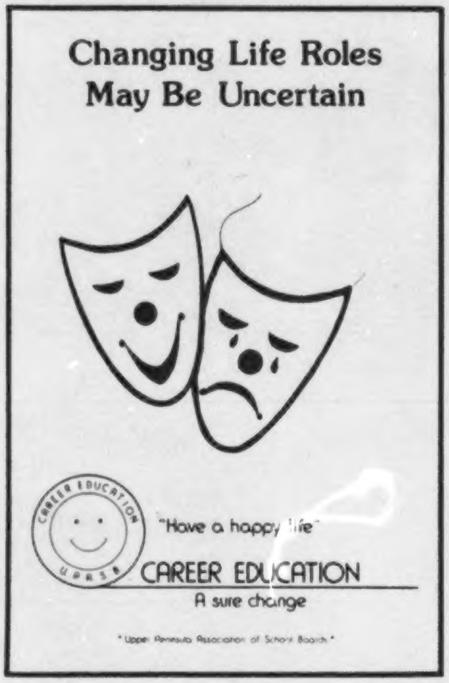
Posters are a highly visible promotion device if properly placed for public viewing. They should create initial awareness that career education has a name and it represents a positive concept.

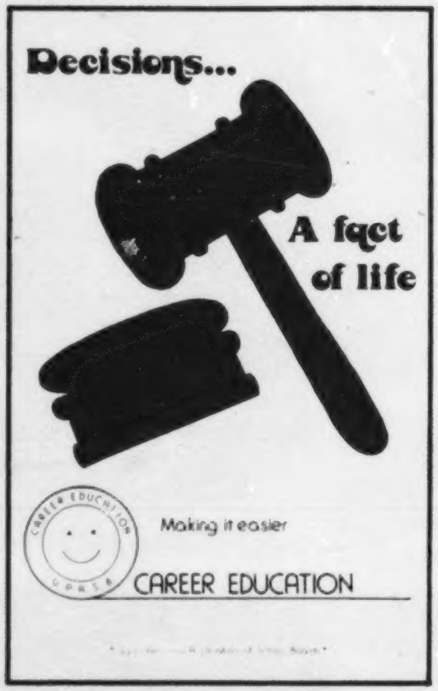
The messages used can run from a very simple, "Happiness is Career Education," to a connotative approach, "Career Education: helping me make my own choices for my own future."

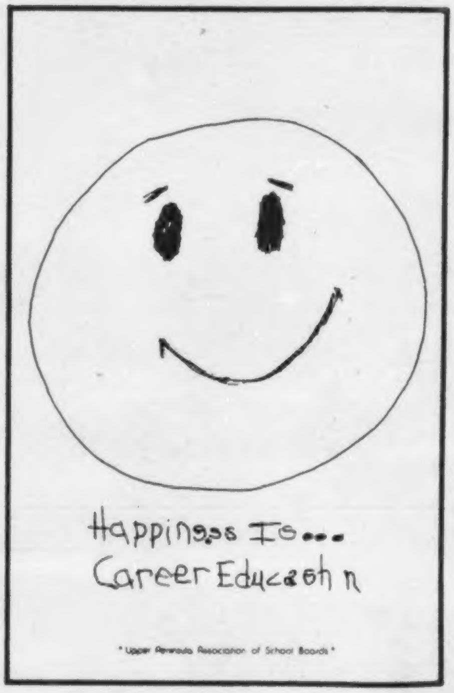
An arresting and aesthetic design can be illustrative or abstract, but it should not interfere with the readability of the message.

sample posters




Changing Life Roles May Be Uncertain
CAREER EDUCATION
UPASB
"Have a happy life"
CAREER EDUCATION
A sure change
"Upper Peninsula Association of School Boards"




Happiness Is...
Career Education
"Upper Peninsula Association of School Boards"

Getting posters done can be a positive opportunity for the promoter. By involving students and teachers in making posters, the promoter can also introduce them to some initial career education awarenesses. Then students can translate those awarenesses into visual messages about the positive nature of career education.

Also student participation in the creation of posters can arouse parent interest and lead to student/parent discussion, and parent/parent discussion.

Student participation at the same time means that the infusion process is being used (whether or not is is identified as such at the time). Interpretive skills are being developed along with language skills, mechanical skills, and visual learning. Student placement of posters within the community can serve as a bridge between student and the community.

radio
spots

Radio spots provide an excellent way of involving students, teachers and community resources in developing career education promotion.

Establishing rapport with your local radio program director can have some long-term advantages. CEPD promoters can develop their own spots, or the station may do it for them.

All broadcasters are required by the FCC to donate air time for a certain amount of public service broadcasting. When licenses come up for examination, the broadcaster must be able to demonstrate compliance with federal guidelines. Station managers do not need to be reminded of this. Acknowledgement of donated time in the form of a complimentary letter will help the station justify its claims of public service, and probably result in more assistance in the future.

One day's radio broadcasting contains literally thousands of spoken messages. To distinguish one message from another, a variety of techniques are routinely employed. By listening to one broadcast hour of a station which has a high verbal-to-music ratio, one can identify these techniques.

A promoter has to make the career education message heard among all these competing messages.

The station contact person may be able to suggest ways to make the message heard. Station staffs are proud of their professionalism and can be a great asset in clarifying messages and streamlining presentations. Tact and charm can make your promotion stand out when sandwiched between some of the more obnoxious offerings.

a suggestion

Here is one suggestion that just may yield the kind of results the promotion is meant to have:

Make two contacts; one with the station programming director, the other with one of the local educators. From the station person, try to secure a commitment to use promotional spots.

Offer an idea to the local educator. Working with a speech, English, or journalism instructor, plan classroom activities that meet the objective of developing a promotional tool.

The students can, as a cooperative venture, research career education and develop ideas about its positive nature. With some guidance they can develop a script and choose a speaker (tape auditions). They can record, analyze strengths and weaknesses in technique and help one another in developing a project that is theirs. The school's language lab can be utilized, or the intermediate district may provide recording equipment. The students discuss the addition of sound effects where they can strengthen the delivery. They record the message, with and without them and compare. They time it accurately. Speed up the delivery or slow it down. Edit out ambiguities and discuss volume, tone and mood. Perhaps make recordings using more than one person. Just basically explore different approaches.

During these activities, the CEPD promotion person can monitor progress and re-establish contact with the station person. Explain student enthusiasm and reach an understanding with the broadcast person about reinforcing the students in their efforts, while keeping in mind the professional sensitivities of the broadcaster.

The students should be introduced to the concept that their work will be listened to critically and they should be receptive to small changes here and there.

When the students are satisfied with their product, they should be prepared for a test. Arrangements should be made to visit the station and present the spot to the broadcaster.

If rapport has been established, the sensitive station person probably will not attempt to completely rework the students' project, but he or she may suggest recording the same message in the studio to enhance the technical quality.

The first result is a promotional tool. In all likelihood it will be noticed for some important reasons. It will feature the voice of a student. A promoter should not underestimate the attention getting ability of a less-than-mature voice speaking about something that is important. It serves as an uncommon departure from standard radio fare. (Some commercial developers have noticed this too, and less-than mature voices now are becoming more common in commercials.)

Something else happens in addition to the development of the promotional tool. Career development skills have been infused into subject matter in the classroom. The students have developed some cooperative skills, have done some self-awareness and assessment on an individual and group basis (in the selection of voices during audition). They begin to deal with the concepts of career education in the development of the script. They experience career exploration in their work with the broadcast person. The broadcast person has become a community resource.

And if that is not enough, student pride of accomplishment can carry into the home. Family members and relatives may listen for the spot. Other parents may hear of the spot and listen for it.

Obviously, radio spot promotion can be done in a variety of ways. There are commercially packaged career education spots. The CEPD staff can do the promotion, or the radio station can work from a script, but students as resources should not be underestimated. CEPDs have received sample radio spot texts from the Michigan Department of Education.

television spots

Many of the same things apply to television which apply to radio. An important difference is the visual element. Radio listening often is concurrent with other activities, but television viewing is a passive experience. Because of this, the television spot does not necessarily have to work overtime to be noticed. The techniques used to make a television spot noticed can be subtle. A career education promotional spot can provide some welcome relief from the constant commercial abuse that is heaped upon the viewer.

A serious, non-commercial, intelligent spot can deliver valuable information about career education and perhaps ingratiate the viewer to the cause.

And it may help the broadcaster justify claims of public service. A commitment by the station can start things in motion. It may offer to provide materials and technical assistance, or it may offer to produce the spot.

440

A promoter should also consider using students as a resource. Students talking about their own education can be highly effective where adult commentary may fall apart as a promotion.

There are some general techniques that can be considered:

static visual - voice over

Probably the simplest technique. Stations often use this technique for short duration breaks in programming and advertising. It consists of a photo, drawing, painting or design. It remains on the screen during the spoken message. It should be reserved for shorter spots. On television a static scene can be hypnotic if the verbal message drones on and on. The message can be lost on a hypnotized viewer.

videotape (or film) - voice over

If videotape is available from the station or from one of the area's skill centers it can be used for this technique. A short segment most likely concentrating on school-aged persons engaged in school, work, family, or leisure activities is combined with a narration by someone "off camera." If sounds of activities are included, they should be muted enough to not interfere with the narration.

videotape - live narration

1) subject monologue - the narrator in a specific recognizable setting talks directly to the viewer, maintains eye contact, and explains the message.
2) narrator monologue - narrator explains what is taking place around him or her and relates those activities to the message. The information in the visual reinforces the narration.

Students as resources in developing television spots cannot be overemphasized.

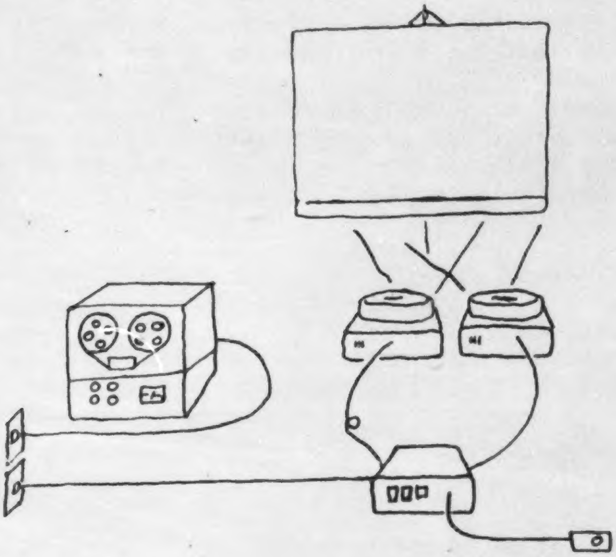
a
suggestion

One community source person suggests the following:

If student involvement is pursued, take care that the prettiest child isn't the only one considered for an appearance.

A more realistic reflection of students often is highly effective. Also, the spot should strive to be natural. The student or any other narrator should be at ease with the camera and with the things he or she is saying. A heads-up speech or drama teacher can help a student speak in terms he or she usually uses for communication and still get the message across. Too much direction and polishing can projector. With the light out, the first projector advances to the next slide.

Both projectors are aimed at the same spot on the screen. What the viewer sees is a scene, that dissolves into a second scene. No black out no white flash just a smooth transition. (In an ever-expanding visual market many manufacturers are making dissolve units with many additional features, that are compatible with the most common projectors on the market.)



Some dissolve units can be coordinated with automatic pulsing units. It is obvious that unless a district already has this kind of equipment available, simpler approaches probably should be adhered to. The equipment and its maintenance is expensive.

Some systems incorporate two separate tracks on opposite sides of the room, quadrophonic sound, and as many as ten projectors. Though the presentations are impressive, this often is too much. The technology of presentation can overwhelm the message. Viewers can come away impressed, but rarely informed when this approach is taken. A suggested way to communicate is to keep it simple and easy to follow. Keep the content clear and concise.

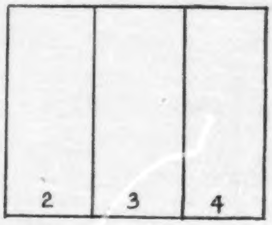
flyers

"Flyer" is an open definition of a small handbill. It generally is used as an announcement vehicle, or a preliminary overview of the kinds of information which later can be discussed in detail.

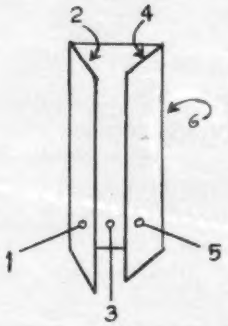
It can provide basic information, or it can announce a discussion where information will be disseminated. Career education course offerings, programs, meetings, introductory material all can be put into flyer form, mailed, handed out or posted.

Its chief advantage is that it is small, portable, inexpensive and brief. It is relatively easy to produce and distribute. Formats are flexible.

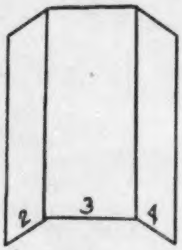
Regardless of who designs the flyer, there are a few rules that can assist in simplifying the production and assuring that the flyer is easily understood. For beginning a series of flyers, there is one format that provides great flexibility and is highly effective. It begins with an 8 1/2 x 11 inch piece of paper, placed horizontally. It is divided into three equal sections:

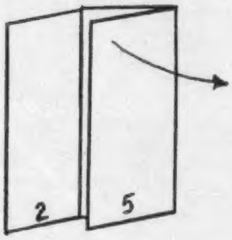


When folded on these divisions, the flyer has six functional sides.



In a great number of cases, the cover of the flyer appears to be page (1). The backside of page (1) would be page (2). In general, the text should probably start on page (2). (formal education emphasizing the need to read from left to right.) If this approach is followed, then, for the sake of not confusing some people, the flyer should open all the way up, containing three sections to handle the bulk of the message and whatever graphics are used.





But there can be problems if the designer is not careful. When the flyer is first opened, page five is opposite page two. There can be some possibility of the reader attempting to read from page two to page five, unless it is made obvious that page five is not a continuation of page two. The simplest way is to make page five look different than the text on page two.

If page (2) is basically textual with some subject headings, page five can be dispensed of in a number of ways, depending on the content and purpose of the flyer.

If the flyer is asking a response--for a workshop, or source materials, a mailing card can be placed here. If there is an additional message that does not fit well within the main text, it can be placed here. (If this is the case, the page five should appear significantly different than the main text.) Perhaps a bold face statement that relates to the main text, or the beginning of an explanatory text that continues over to page six. Perhaps, photography or illustrations and headings. If page five is self-contained then where or what is page six?

Page six is ideal for a self-mailing label. This cuts the need for envelopes, and stuffing. And because it is on the back of the whole flyer it does not make a logical position for an extremely important message. (it also may be used for acknowledgements, logos, etc.)

Other things to remember in designing a flyer:

-- identify the source of the flyer

-- give a number or contact for more information

-- identify the concept dealt with

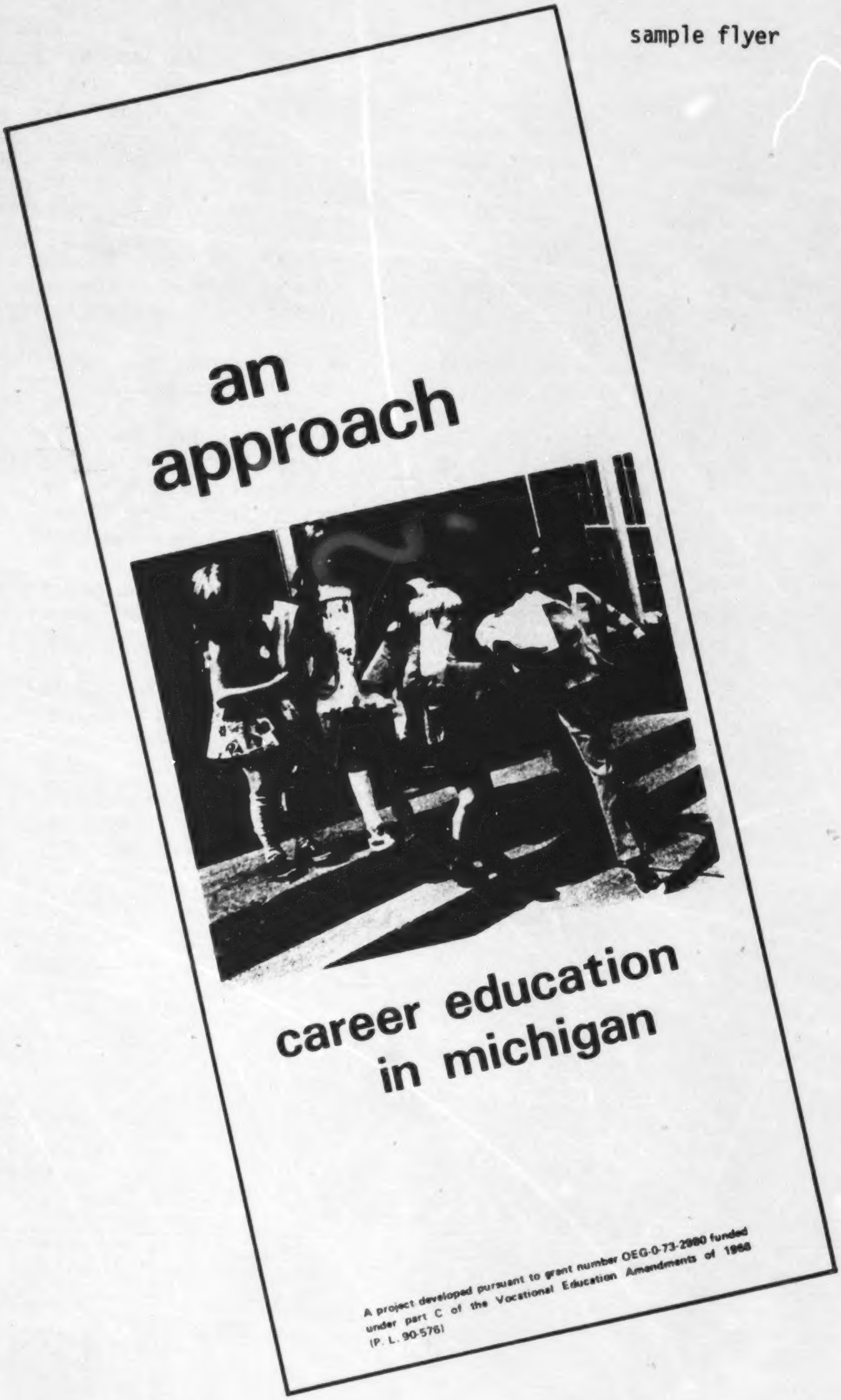
-- avoid darker colored papers when using photography (photographs don't show up).

-- if using colored ink, stick to darker shades of brown on lighter papers

-- the cover page should have a relatively bold title

-- don't mix a number of typefaces just because they are available. Make typeface selection on the basis of readability.

sample flyer



an approach

career education in michigan

A project developed pursuant to grant number OEG-0-73-2980 funded under part C of the Vocational Education Amendments of 1968 (P. L. 90-576)

newsletters

Items, of no apparent news or feature value to the local newspaper or radio station, may well be included in a newsletter from the school to the parent and businesses, etc.

Whenever career education activities are begun in a school, or whenever new methods are added to a career education program, a newsletter should carry that news home to the parents.

They need not be elaborate, a mimeo will do. They should carry summaries of career education activities. (depending on local attitudes, mention names and places and activities)

In cases where community resource persons have been utilized in the classroom, that should be noted.

If an actual newsletter similar to a school newspaper is being contemplated it may be possible to involve English or journalism classes on the high school level. Some journalism classes may be large enough to allow part of that class to alternate working on the school paper and on the newsletter. Reporting to adults about interests in the school can be significantly different than communicating to the students about the school. This may be discussed with the journalism instructor.

If time and personnel warrant, it might be a good idea to include the minutes of meetings of the school board and career education steering committees.

CEPD #36
CAREER EDUCATION PROGRESS REPORT #4
January 30, 1976

NATIONAL LEVEL NEWS

Congressman Perkins has introduced a Bill, H.R. 11023, to authorize a Career Education program for elementary and secondary schools throughout the United States. The Bill which really addresses K-14 education contains language both for the authorization and appropriation of funds. (This is Congress' effort to gain control of budgeting process.) The Bill calls for massive funding, beginning with 1977 ($100,000,000), with reducing amounts each year through 1980 ($25,000,000). Monies would be allocated to states in accordance with population and would be distributed in accordance with a state plan to local districts. Since introducing the Bill, Perkins has been receiving approximately 100 letters per day in support of the Bill. Hearing will be held in February on it, and Bill Weisgerber, Michigan Department of Education, and Al Lorent , State Career Education Member and member of the AFL, will testify. Money would be spent for such things as staff inservices, materials, coordinators, and the like. If interested, our office would be happy to send you copies of the Bill on request.

STATE LEVEL NEWS

The National Institute of Education Grant Proposal ($1 million per year for possibly the next four and one half years) will be submitted to NIE by the middle of February. The proposal has recently received endorsement from the following groups: The Intermediate School District Superintendents Council of "23", the State Career Education Commission, and the State CEPD Coordinators. We will keep you informed on developments.

You either received or shall soon receive a letter from Dr. John Porter congratulating you for developing your 1975-76 Career Education plan and wishing you success in your efforts to implement it. 520 school districts in Michigan submitted plans for the 1975-76 school year. 12 school districts in Michigan did not submit plans. They received letters from Dr. Porter noting their non compliance with Public Act 97's mandate and were urged to do all in their power to rectify the situation. As of our meeting Thursday, two of the twelve districts had already begun such moves.

A draft of the 1976-77 Career Education planning form was made available at our CEPD leadership meetings in Lansing and we have the following to report relative to it and the planning process.

1. Emphasis for 1976-77 will be suggested for four major areas: Instruction, Guidance, Planning for Placement, and Professional Development.

2. Planning will include efforts using local district resources as well as efforts to be handled through outside sources.

3. Districts will discuss in narrative fashion the results of their efforts in achieving the objectives of the 1975-76 plan.

4. Districts will be asked to identify long range goals beyond 1976-77 as a part of the plan.

Phil Kearney, Deputy Superintendent of the Michigan Department of Education, noted that presently, $12,000,000 is spent annually for inservice education in Michigan. The major problem is that most aid is categorical and administered in a fragmented approach. Note: Look for efforts to better coordinate the utilization of such funds in accordance with annual planning in the future.

Our Region XII Career Education Staff met with the State Career Education Commission's Sub Committee for Professional Development. The Committee is trying to draft a Professional Development plan to use as a basis for funding by the state legislature. Our area was invited to give input to the Committee because of the extensive experience this geographical area has shown in Professional Development efforts.

REGION XII AND CEPD #36 NEWS

We have submitted for final preparation, our part of a proposal grant which is to go to the United States Office of Education. If funded, our area will receive approximately $30,000 to implement some Career Education efforts. Approximately one half of the grant money will go to defray costs of released time for teacher inservice. One feature of the proposal will be to identify and develop three exemplary programs in the Region, including the obtaining of student achievement data from Career Education instructional treatment.

Assessments are being conducted in CEPDs, #35, #36, and #47 to determine progress of local districts in achieving 1975-76 Career Education plans. These assessments are being conducted to:

1. Determine what modification on delivery of CEPD or Regional Services between now and the end of the year.

2. Anticipate some areas of emphasis of local districts for the 1976-77 fiscal year and ways CEPD and Regional Services might benefit those efforts. (This is very important with the moving ahead of the NIE Grant Proposal.)

3. Begin the process of planning for the 1976-77 fiscal year by local districts, CEPDs, and the Region.

CEPD COUNCIL NEWS

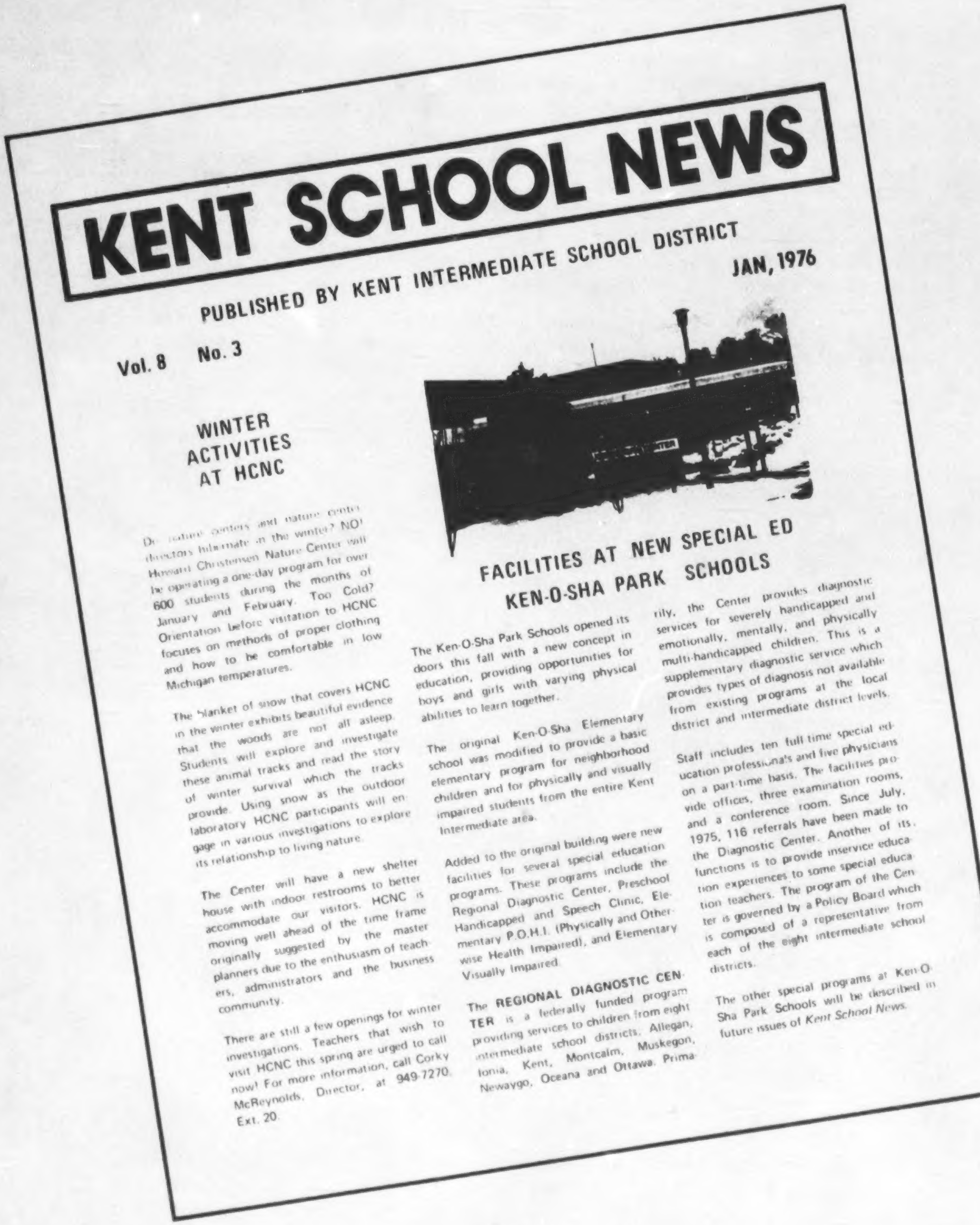
The Council conducted its second meeting and, among other things, approved an organization chart noting the relationship of the Council with other groups and organizations.

SPECIAL EDUCATION NEWS

The field tests of Calhoun originated Special Education materials and processes are now in progress throughout Michigan.

Department of Instruction
Calhoun Intermediate School District

sample newsletter



KENT SCHOOL NEWS

PUBLISHED BY KENT INTERMEDIATE SCHOOL DISTRICT

JAN, 1976

Vol. 8 No. 3

WINTER ACTIVITIES AT HCNC

Do nature centers and nature center directors hibernate in the winter? NO! Howard Christensen Nature Center will be operating a one-day program for over 600 students during the months of January and February. Too Cold? Orientation before visitation to HCNC focuses on methods of proper clothing and how to be comfortable in low Michigan temperatures.

The blanket of snow that covers HCNC in the winter exhibits beautiful evidence that the woods are not all asleep. Students will explore and investigate these animal tracks and read the story of winter survival which the tracks provide. Using snow as the outdoor laboratory HCNC participants will engage in various investigations to explore its relationship to living nature.

The Center will have a new shelter house with indoor restrooms to better accommodate our visitors. HCNC is moving well ahead of the time frame originally suggested by the master planners due to the enthusiasm of teachers, administrators and the business community.

There are still a few openings for winter investigations. Teachers that wish to visit HCNC this spring are urged to call now! For more information, call Corky McReynolds, Director, at 949-7270, Ext. 20.

FACILITIES AT NEW SPECIAL ED KEN-O-SHA PARK SCHOOLS

The Ken-O-Sha Park Schools opened its doors this fall with a new concept in education, providing opportunities for boys and girls with varying physical abilities to learn together.

The original Ken-O-Sha Elementary school was modified to provide a basic elementary program for neighborhood children and for physically and visually impaired students from the entire Kent Intermediate area.

Added to the original building were new facilities for several special education programs. These programs include the Regional Diagnostic Center, Preschool Handicapped and Speech Clinic, Elementary P.O.H.I. (Physically and Otherwise Health Impaired), and Elementary Visually Impaired.

The **REGIONAL DIAGNOSTIC CENTER** is a federally funded program providing services to children from eight intermediate school districts, Allegan, Ionia, Kent, Montcalm, Muskegon, Newaygo, Oceana and Ottawa. Primarily, the Center provides diagnostic services for severely handicapped and emotionally, mentally, and physically multi-handicapped children. This is a supplementary diagnostic service which provides types of diagnosis not available from existing programs at the local district and intermediate district levels.

Staff includes ten full time special education professionals and five physicians on a part-time basis. The facilities provide offices, three examination rooms, and a conference room. Since July, 1975, 116 referrals have been made to the Diagnostic Center. Another of its functions is to provide inservice education experiences to some special education teachers. The program of the Center is governed by a Policy Board which is composed of a representative from each of the eight intermediate school districts.

The other special programs at Ken-O-Sha Park Schools will be described in future issues of *Kent School News*.

MINUTES OF THE CEPD #36
CAREER EDUCATION IMPLEMENTATION COMMITTEE
February 16, 1976

The meeting was called to order by Chairperson Carl Pacachu at 9:35 a.m.

Present were: Albion, Bill Garrett; Athens, David Nofz, Gar Underwood; Battle Creek, Vern Potts; Bellevue, Doug Kane; Harper Creek, Glen Walter; Hastings, Fred Lowe; Homer, Philip Duff; Lakeview, Carl Pacachu; Marshall, Bob Lowman; Olivet, Dale Barr; Quincy, Penny Chard; Springfield, Norm Barea; Tekonsha, Diane Voshell; Union City, William Denton; Calhoun Intermediate School District, Roger LaBonte.

On a motion by Norm Barea, seconded by William Garrett, the minutes of the January 16, 1976 meeting were approved as printed.

Roger LaBonte was called upon to give a short progress report on Career Education issues. He noted that a guidance planning proposal would be submitted shortly. He discussed the specifics of a proposal submitted to the U.S. Office of Education as a part of six sites in the State promoting Career Education.

Roger then noted the results of the recent Assessment Survey conducted in CEPD #36 and asked Committee members for their reaction to the Assessment and where they saw themselves in further promoting Career Education locally.

The following summarizes the results of most district's efforts:

Most districts are involved in awareness oriented activities. The following districts have either established or are working toward the establishment of a definition of Career Education for their districts: Marshall, Springfield, Albion, and Bellevue.

--Most districts are now involved in awareness oriented activities.

--Some districts have adopted district goals.

--A few districts have teachers actively involved in planning and implementing instruction related to district goals.

--Some districts have decided to call Career Education something else as a means of selling the concepts it promotes.

The following appear to be the most severe problems facing local local districts in their efforts:

--Lack of administrative support for Career Education.

-- Lack of understanding as to what Career Education really is and how it related to the curriculum.

--What are the next steps to be taken once awareness is completed in the district?

--How do we get released time for staff to do the necessary planning?

It was decided that for the next meeting each Committee member would share the things their district has done in creating awareness or otherwise organizing to get Career Education off the ground. Each Committee member was encouraged to bring "handouts" in sufficient quantities for each Committee member.

The Committee reviewed briefly a rough "indicator of progress" sheet which would have the purpose of providing for local districts a flexible yet definitive road map identifying the logical next steps to be taken in the development of a local district Career Education program. Doug Kane and Robert Lowman agreed to serve on a Region XII Committee which would establish a document for review at the next meeting of the Committee.

A proposal for establishing timelines in the development of the LEA Career Education plans for 1976-77 was discussed. After much comment, the proposed plan was approved by the Committee as its planned steps. This proposal will be submitted for review and comment of CEPD #35 and #47.

It will be the intent to establish on a Region XII level an overall game plan which might be given favorable consideration for any funding which could be identified through the NIE Grant which is expected for Michigan for 1976-77.

There being no further business before the Committee, the meeting was adjourned at 11:30. The next meeting was scheduled for Monday morning, March 15, at 9:30 a.m.

____
coordinator

feature articles

Large metropolitan dailies rarely have the space for feature articles on relatively local happenings in education. Widespread phenomena may be the subject of an occasional feature article, but these usually are tied to actual events (i.e.: a high school that achieves a 92% job-placement rate for a specific graduating class, when the average is about 55%, a school whose career education program has progressed to the point, where the curriculum no longer carries the labels of reading, writing and arithmetic, and courses have changed into multifaceted learning experiences.)

Best placements for career education features probably are in local daily or weekly papers, that concentrate on local news, and leave the regional and national news to the larger papers.

If feature articles are done for local papers, a certain amount of rapport with the editor is helpful. Some promoters have gone to local editors and offered to do a weekly or monthly series on the local educational scene.

Feature articles, should attempt to focus on what is being done and why, while a general introduction into career education philosophy is kept in mind.

Documentation of examples and a tie-in with local circumstances help a presentation. Philosophical discussions usually don't receive extensive readership. Features should be interesting and informative. A random survey of the feature articles in the dailies can give the promoter a multitude of good ideas about structure and the flow of an article.

If the promoter has not written for general public consumption in the past there is a technique that offers a chance to write and analyze, and develop skills that may increase the effectiveness of the features.

1. Write and research the feature in the beginning of the week. Clean and edit as much as possible. Forget about it for a while.

2. When the Sunday paper comes, get it out and identify four or five feature articles. (Family living, history, social commentary, personalities)

3. Read some of them. Read your feature article. Read the remaining feature articles. This may give you some ideas about how to make your article flow better, maintain interest, and communicate better.

4. Remember that, effective feature writing can be done by most persons with a little practice. It pays to be critical of one's own work. Take pride, but not so much you can't admit there are faults in your articles. You may spot some weaknesses after the articles have been published. Use your own work as a yardstick of whether or not you are communicating better as time goes on.

news releases

News releases can be an effective way of keeping the career education efforts of the schools before the public.

Releases should be sent out, only when there actually is something to report. They should come out in advance of an event, that is considered newsworthy. ("Old news is no news," carries a lot of weight in publishing.)

A promoter establishing rapport with the local editor helps the acceptance of news releases as it does with any of the media contact attempts.

Most newspapers use a writing style called "pyramid." It isn't difficult to understand. Just make sure all the vital information is in the first two paragraphs, then fill in with greater detail in subsequent paragraphs, (in order of the importance of the material.) The reason for this, is that most copy fitting is done in such a manner that stories set in type are juggled around a page until they fit an available column. If there is a space, where the column length is a bit short for the story, but no others available at the time, the copysetter will begin cutting the story from the bottom, paragraph by paragraph, until it fits the space. This may seen a bit crass on the part of the newspaper, but space is what makes or breaks a newspaper. And too, with the pyramid style in such wide usage, layout persons assume, and rightly so, that all copy is written this way and they are not damaging the principal content of the story.

A traditional way of determining if a news story has what it needs to be understood, is called "the Five "W's" and an "H". Simply who, what, when, where, why, and how. If promotional news releases contain this information in the first two paragraphs, they probably will fit the requirements of most community papers.

As with any other form of promotion, practice will sharpen the abilities of the promoter. If the newspaper rewrites the copy with regularity, the promoter should attempt to learn what the rewriter is doing and incorporate those techniques. Once the copy begins to read like the paper's style, its chances of acceptance as copy should increase.

FOR IMMEDIATE RELEASE*

A "Career Education in Michigan" exhibit will be displayed January 12th, 13th and 14th in the South Court of the Genesee Valley Center.

The Michigan Department of Education has arranged for the loan of this exhibit as part of Genesee Intermediate School District's year-long career education awareness effort.

Items on display will depict the many ways our schools are emphasizing career opportunities for young people. Students from Carman and Swartz Creek will be on hand to answer questions about the exhibit.

Mr. _______________, Career Education Planning District Coordinator for Genesee County will preside at the opening ceremony planned for 10 AM the morning of January 12 in the South Court of Genesee Valley Center.

-30-

Contact: ____________________
Coordinator of Career Development Services
Phone: 767-4310
or
____
Promotion Manager, Genesee Valley Center
Phone: 732-4000

* Adapted from work done by CEPD 29

sample news release

FOR IMMEDIATE RELEASE

Michigan Career Education Exhibit* in Flint

Career Education in Michigan is the theme of an exhibit to be on display in the South Court of the Genesee Valley Mall January 12-14. The Michigan Department of Education has arranged for the loan of the exhibit as part of Genesee Intermediate School District's year-long career education awareness effort. Items on display will depict the many ways our schools are emphasizing career opportunities for young people. Students from Carman and Swartz Creek will be on hand to supervise the exhibit every day during normal shopping hours.

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* Adapted from work done by CEPD 29